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ABSTRACT

A collection of promising instructional practices for teachers of limited-English-speaking primary grade students is organized as a series of lessons on planning, classroom management, teaching procedures, and evaluation in a variety of content areas. Examples of basic learning activities intended to serve as a framework for teacher experimentation and innovation in the classroom are provided for each lesson. The lesson topics include: developing community awareness through various media, setting the table, individualizing social studies, the sea environment and animals, faces, conversation with an imaginary character, poems for fun, a Thanksgiving play, a science experiment using macaroni, experimentation with mirrors, baking gingerbread cookies, making tangrams, creative word lists, art and creative thinking through the Thumbelina story, training in small group work, making paper bag puppets, making introductions, making native American teepees, math dictation, word and guessing games, brainstorming, clothing identification, making collages, structured reading, learning alphabetical order, rhyming, making a scarecrow, developing test-talking skills, weather, tossing and catching games, paper dolls, and word and letter identification. A checklist is appended for teachers to use in evaluating their lesson plans. (MSE)

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PROMISING PRACTICES:

A Teacher Resource

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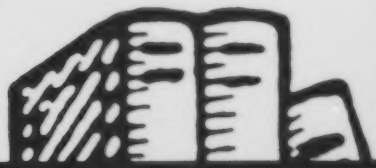
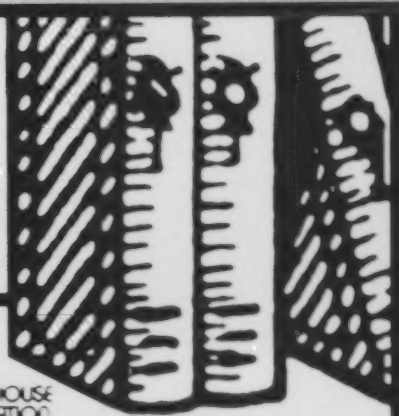


Grades K-3



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Promising Practices:

A Teacher Resource
(Grades K–3)

Compiling Editor
Johanna Z. Provenzano

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In 1984 the National Clearinghouse for Bilingual Education (NCBE) began a project designed to address the special needs of teachers of limited-English-proficient (LEP) students. The project coordinated by Dr. Anna Uhl Chamot, brought together a panel of master teachers to identify *promising practices* in bilingual education and English as a second language (ESL) and to select teaching activities which exemplified these practices. Grades K-3 were the project focus during the first year and 4-6, the second.

A representative sample of highly effective teachers of LEP students was identified by using findings from the Significant Bilingual Instructional Features (SBIF) Study, which investigated teaching practices for LEP students in 58 K-6 classrooms at six sites representing different ethnolinguistic groups and a wide geographical distribution. The project director at each of these sites nominated a K-3 teacher to participate on NCBE's Master Teacher Panel. A seventh master teacher was nominated by the ESL program coordinator for Fairfax County Public Schools, Fairfax, Virginia, as an outstanding ESL K-3 teacher. The Master Teacher Panel represented the following geographical areas and ethnolinguistic groups: New York (Puerto Rican); Florida (Cuban); Texas (Mexican American); Arizona (Native American); California (Cantonese); Washington (multicultural); and Virginia (multicultural).

In the initial meeting, the panel identified the needs of both specialized (bilingual and ESL) and nonspecialized (mainstream) teachers of LEP primary grade students. Panel members also identified promising practices that they had found to be successful in working with primary level LFP students and established criteria for selecting lessons that exemplified the practices.

The panel and NCBE staff jointly developed a format in which teaching activities that incorporated the identified promising practices could be described. This format was distributed to classroom teachers, bilingual and ESL professionals, and program administrators, all of whom were asked to contribute outstanding teaching activities for possible dissemination by NCBE.

NCBE reconvened the panel to review the lessons submitted and to choose those activities which best demonstrated the promising practices. The master teachers selected a total of 25 classroom activities. An additional 13 teaching activities were developed by the panel and NCBE staff to cover content areas and grade levels not represented by those previously selected. This publication presents these activities to assist teachers of limited-English-proficient students in the development of effective lessons.

NCBE wishes to express its appreciation to the following people for their contributions in preparing this publication:

Members of the Master Teacher Panel

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We wish to recognize Johanna Z. Provenzano for writing the introduction and chapter overviews.

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The National Clearinghouse for Bilingual Education

Teachers of limited-English-proficient (LEP) students face a unique challenge—how to teach content subjects to a class of individuals representing different language groups, cultures, and varying degrees of English-language proficiency and simultaneously work to develop English proficiency. Teachers respond to this challenge by drawing upon academic, community, and experiential resources and by using various teaching strategies including adapting teaching methods and curriculum materials to match their students' special needs.

The National Clearinghouse for Bilingual Education (NCBE) carried out a project designed to assist teachers in addressing this challenge. A panel of master teachers was convened to identify *promising practices* for educating minority language students and then to select learning activities which exemplified how these practices have been used successfully in the classroom. (The table on page ix lists the practices identified by the Master Teacher Panel.)

Most teachers of LEP students already employ a number of these practices, some of which are not necessarily new or innovative approaches but common sense suggestions based on theory, research, or experience. The information obtained from NCBE's efforts is presented for beginning teachers to incorporate into their teaching styles and for experienced practitioners to review, adapt, or expand toward the goal of effective classroom instruction.

The discussion of the promising practices and their implementation is organized as follows: *Chapter 1*, Planning; *Chapter 2*, Classroom Management; *Chapter 3*, Teaching Procedures; and *Chapter 4*, Evaluation. The chapters provide an introduction to each topic, containing suggestions and reminders related to educating LEP students, followed by sample learning activities which highlight the use of the featured practices. These sample lessons were taken from learning activities submitted to NCBE by bilingual Education, English as a second language (ESL), and mainstream teachers. The promising practices are highlighted in the teaching procedures for the sample lessons and are identified by numbers in parentheses (refer to the table on page ix for cross-reference).

The manner in which a lesson plan is applied depends on many variables—the teacher, the class organization, the students, and the curriculum. These lessons are examples of basic learning activities and are intended to serve as a framework for teacher experimentation and innovation. A checklist is included as an appendix to assist in implementing the practices into lesson development.

Reference Number	Practice
	Planning
1	Advance preparation is essential; plan to spend more time in preparation for teaching LEP children than you would for native English speakers.
2	Plan for additional time to first teach the language needed, then teach the content of the lesson.
3	Plan to make the instructional content culturally relevant. Examples: When teaching the food groups, plan to include foods from the appropriate cultures. When teaching social studies concepts, include information from children's culture(s).
4	Plan for parent involvement at home or in the classroom.
	Classroom Management
5	Create opportunities for student-to-student interaction through role playing, buddy system, and other techniques for cooperative learning (pair work, small group work, peer tutoring).
6	Encourage active participation by assigning responsibilities that do not require high English proficiency (library monitors, classroom helpers, messengers).
7	Provide for additional English input by using English-speaking children as resources and models for LEP children.
8	Initiate parent-student cultural activities in the classroom.
	Teaching Procedures
9	Contextualize instructional language by: Modeling or demonstrating what is to be done while giving directions; using paralinguistic clues such as gestures, body language, visuals; using linguistic clues such as paraphrases, definitions, repetitions, or reformulations; dramatizing the content whenever possible by acting out the meaning of the word, phrase, or concept.
10	Provide language input through a variety of modes: *Visual*—children see print and nonprint representations of the language; *Auditory*—children hear both spoken and musical representations of the language;

Reference Number	Practice
	Kinesthetic—children associate physical actions with the language;
	Tactile—children touch or feel representations of the language.
11	Use questioning techniques that elicit conceptually rich responses:
	Brainstorming—all children's contributions (in the native language or in the second language are valued);
	Higher level questioning—children respond to questions requiring analysis, inference, evaluation, and divergent thinking.
12	Teach children learning strategies that they can use on their own:
	Directed attention—children concentrate on the learning task or teacher explanation and ignore distractors;
	Self-management—children place themselves in a situation that assists learning;
	Self-monitoring—children correct their own language on an ongoing basis;
	Transfer—children use language or concepts already learned to facilitate a new learning task;
	Inferencing—children guess at meaning from context and nonverbal clues.
13	Communicate the objective of the lesson to children in the native language if possible.
14	Provide a motivator such as a song or story, at the beginning of each lesson.
15	Provide a closing for each lesson in which concepts taught are clarified in the native or second language.
16	Show empathy and understanding toward the students and listen to their ideas instead of their language usage.
	Evaluation
17	Build self-esteem by linking children's past achievement to the present task.
18	Provide positive reinforcement for accomplishments through verbal and culturally appropriate nonverbal means.
19	Teach test-taking skills by providing practice in the types of standardized tests and mainstream teacher-made tests that children will be taking later.

Reference Number	Practice
20	Provide immediate feedback on strengths and weaknesses during or after evaluation activities.
21	Vary formative and summative assessment procedures by using classwork, homework, progress checklists, weekly quizzes, oral work, projects, end of unit tests, and self-evaluation to assess student achievement.

Chapter 1

Planning

Four of the promising practices cover the special advance preparation needed to accommodate limited-English-proficient students' special language and/or cultural needs (refer to the table on page ix for a list of these promising practices). One of the most important steps when developing a lesson is identifying the instructional aims. All learning activities should be geared toward the attainment of these short-range objectives. When identifying short-range objectives, teachers try to define the precise behaviors that students will be expected to perform upon completion of the lesson and proceed to plan the lesson accordingly. Long-range objectives—those skills to be acquired by the end of the school year—are also taken into consideration when planning lesson objectives. Daily lessons should contribute toward the attainment of the long-range goals. When defining either short- or long-range goals, teachers are cautioned not to cover too many concepts or make objectives too broad to assess properly.

One of the most time-consuming planning tasks is the adaptation of instructional materials to serve the needs of the class. Even though a teacher has an assigned text, advance preparation is necessary to review the text for cultural, sexual, or racial biases, either blatant or implied. A teacher may also need to take the time to prepare supplementary materials which might make the lesson more culturally relevant, more functional, or to ensure that students have access to the necessary prerequisite language. Students, and even their parents, can be involved in developing or adapting instructional materials to meet the needs of a particular lesson.

Planning for vocabulary development is essential, especially when dealing with LEP students. The teacher has to make sure that the students have the vocabulary necessary to understand the lesson content and that students have the language skills to participate in the lesson. This requires teaching the language for the concept first, then developing the concept. At the same time, the teacher prioritizes the functional language to be taught—whether to stress the language proficiency necessary to communicate in social situations or the proficiency needed for academic success.

A teacher should anticipate ways in which the lesson can be made culturally relevant. The teacher can then begin to organize the instructional content as the lesson develops to allow for cultural input. Student language competency, nonverbal communication sensitivity, and learning styles can be accommodated within the lesson, once the teacher begins to consider the cultural background.

Another teaching strategy that needs advance planning is incorporating parent participation in the classroom. Parent involvement is an excellent technique for encouraging positive cultural ties between students and their native cultures. Parents can serve as tutors and aides, or they can assist in developing culturally relevant materials. When dealing with parents, though, teachers should keep in mind that parents may also be limited-English-proficient causing language barriers to their involvement in the classroom. One school district in Maryland overcame this obstacle by implementing an English as a second language (ESL) program specifically to enable parents to participate in school activities. Teachers should tap all available community resources to enrich their students' lessons. Minority language students' school and nonschool environments are often quite different. By allowing community involvement in the classroom, the school environment may seem less imposing to the students.

Lesson 1 — *Developing Community Awareness Through Various Media*

Note

The promising practices highlighted in this lesson — Much advance preparation is essential (**1**); additional time is planned to teach language needed (**2**); instruction is culturally relevant (**3**); parent involvement is incorporated (**4**).

This lesson utilizes a community walk as a technique to involve students in the preparation of a culturally relevant multimedia presentation for parents.

Content Area
Social Studies

Classroom Organization
Bilingual, ESL

Grade Level
2, 3

English Proficiency Level
Low Intermediate, Intermediate

Time Allotment
Planning: 2-3 hours
Teaching: 9 lessons (varying in length)

Instructional Objective(s)

Students will be able to:

- Talk about one aspect of the community tour;
- State his/her home address (and telephone number, if applicable);
- Locate his/her home and other community places on both a flat map and a 3-D map;
- Demonstrate appropriate use of English grammatical features such as prepositions, comparative/superlative forms, verb tense, and vocabulary;
- Recognize and name pictures of classmates and places in the community.

Materials

- Camera
- Film (to be developed as prints and slides)
- Language experience paper and magic marker
- Crayons, drawing paper, pencils, lined paper
- Colorful, hand-drawn map of community
- Specially prepared cards (see procedure Step 6)
- Big piece of cardboard (from side of refrigerator carton) with map of community drawn on it
- Paint and brushes
- Empty, clean milk cartons (pint) with wax removed
- Paste and miscellaneous art materials and supplies
- Slide tray and slide projector
- Cassette tape and tape recorder
- Photo scrapbook

Procedures

Day 1

1. Tell the students (in the first language if possible) that they are going to learn about their community. (13)*
2. Discuss what makes up their community. (Help students with relevant vocabulary. Make sure they have the English vocabulary and structures for the rest of the unit. Additional lessons may be necessary to develop English skills, depending on students' English proficiency.) **(1, 2)**

*The numerals in parentheses identify which practices have been incorporated into the procedure step; bold numerals distinguish the use of those promising practices featured in the chapter.

Day 2

3. Take a walking tour of the students' community (parents can assist) and have students name what they see (taken from previous lesson). While on the community tour, take a picture of each student in front of his/her house (with parent, if available) or in front of a special community location. (Picture composition may depend on class size. Teacher should take the picture from the students' eye level, as they see the world.) (**3**, **4**, 5, 10)

Day 3

4. (Conducted while waiting for film to be developed as prints or slides.) Have the students tell a language experience story about the community walking tour. Record the story on language experience paper. Have the students draw a picture of their own house. (10, 11, 16, 17)

Day 4

5. Show the students a colorful, hand-drawn map of the community and have the students find where they live (by naming their street or the relative position of their house in relation to places in the community). Indicate on the map where each student lives. (9, 10, 11)
6. Have the students practice stating their addresses by using specially prepared cards—a card for each individual student (on which there is a prerecorded statement of the student's name, address, and telephone number, if applicable), as well as other cards developed to focus on relevant English skills (prepositions, comparative/superlative forms, verb tense, and vocabulary). (10, 12, 20)

Sample language master card statements:

My name is José González.
I live at 58 Mercer St.
My telephone number is 555-1234.
My mother shops at the grocery store.
I used to visit Dr. García at the clinic.
My house is closer to school than Manuel's house is.
Sammy lived on my block before he moved to San Diego.

Day 5

7. (May take two periods to complete). Using a large piece of cardboard, create a 3-D map of the community. Have the students work in pairs and paint the surface to show the terrain (green for grass, blue for water ways, black for streets, etc.). Using empty student milk cartons, have students paint them to represent their houses and other community places and then attach them to the cardboard map in the appropriate locations. Use other miscellaneous items to create parts of the community (possibly sticks and construction paper for stop signs, streets, playgrounds, etc.) (5, 6)

Day 6

8. Using the 3-D map, conduct an expanded discussion about addresses, relative house locations, and locations of special places in the community. (9, 10, 11, 17, 20)

Day 7

9. Place slides in slide tray in chronological order. Using a slide projector, show the slide presentation to the students. Record their comments on a cassette tape (spontaneous reactions and responses to teacher-directed questions). (9, 10, 11, 12, 16, 17)

Day 8

10. Have students help the teacher compile a scrapbook to include: the student-drawn house pictures and the attached information as told to the teacher, related photographs of the houses and community places, and the flat map of the community. (17)

Day 9

11. Invite community members (LEP students and their parents, native English-speaking students and their parents) to a presentation of the slide show, 3-D map, and scrapbook. (4, 8, 17)

12. Ask the students to tell about the picture of their house that they drew and to include information about their address, telephone number (if applicable) and house location on the map. Record this information on lined paper and attach it to the students' house picture.

Sample Questions

1. What do you see on your way to school each day? (practices present tense and vocabulary).

2. Who else lives on your street? (practices present tense and prepositions)
3. After we left (student name)'s house, where did we go next? Also incorporate questions about addresses and relative locations as practiced in previous discussions.

Submitted by
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Lesson 2 — *Let's Set the Table*

Note

The promising practices highlighted in this lesson — Additional time is necessary to teach language needed (**2**); instructional content is culturally relevant (**3**).

The lesson may be varied by using the options described under materials. The lesson can be expanded for grade 1 students by using a photocopy of a reading exercise to fill in blanks. The lesson may also be expanded by involving parents in a formal party as a follow-up activity.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
K, 1

English Proficiency Level
Low Intermediate

Time Allotment
Planning: 45 minutes
Teaching: Three 30-minute lessons

Instructional Objective(s)
Students will be able to:
- Manipulate items to make a place setting;
- Learn the vocabulary items used for place setting;
- Understand how to use prepositions of place.

Prerequisite Skills

- Familiarity with prepositions of place

Materials

- Paper, stainless steel, and plastic cutlery—one set per student
- Display items for place setting— 1) Flannelboard and cutouts; 2) Pictures, magnets, magnetic board; 3) Realia
- Photocopy of items for place setting, scissors, paper, paste

Procedures

1. Develop and teach vocabulary of items in place setting using realia and pictures. (**2**)
2. Discuss foods which might be present on table. (**3**)
3. Demonstrate setting table. (10)
4. Discuss and demonstrate where each item is placed. (9, 10)
5. Direct students to place items using prepositions of place. (9, 10)
6. Allow children to manipulate their own place setting. (10)
7. Tell children to talk about the placement of items in setting. (10, 12)
8. Watch children make place setting independently using realia. (12)

Sample Questions

1. Where do we put the fork?
2. What's under the knife?
3. What did you put next to the spoon?
4. What do we use to eat soup?

Submitted by

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Lesson 3 — *Individualizing Social Studies*

Note

The promising practices highlighted in this lesson — Much advance preparation is necessary (**1**); additional time is necessary to teach language needed (**2**); parental involvement is incorporated (**4**).

If students do not have home telephones, lesson may be adapted to teach street addresses.

Content Area
Social Science

Classroom Organization
Bilingual

Grade Level
K

English Proficiency Level
Beginner

Time Allotment
Planning: 1 hour
Teaching: Two 30-minute lessons

Instructional Objective(s)
Students will be able to:

- State, read, and write their telephone number (in both English and native language if possible)
- Practice fine motor coordination.

Prerequisite Skills

- Ability to say and read the numbers 1-9

Materials

- Telephone, illustration of telephone, primary pencils, students' names and telephone numbers on index cards, happy grams
- Social Studies Center with a telephone

Procedures
Day 1

1. Place a clear focus of academic goal and purpose of the lesson in the native language, if possible. Explain to students the importance of knowing their telephone number if they get lost. (13)
2. Motivate the students by using a play phone. Dial a number and begin a cheerful conversation. Ask the students if they would like to be able to call their parents at home. (9, 14)
3. Give practice in English and in native language, when possible. Call on individual students to repeat the pattern. (2)
   My telephone number is _____.
4. Distribute index cards with names and telephone numbers. Requires advanced preparation. (1)

5. Divide the class into groups of two and have the students read their phone numbers to each other. (5, 7)

Day 2

6. Delegate two students to distribute a picture of a telephone with seven squares for students to write their telephone number and to color the telephone. (6)
7. While others write and color, work individually with students. Call one student at a time to the social studies center to say his/her telephone number in English and in the native language. (10, 21)
8. Review the lesson with the entire class. Encourage the students to practice at home by telling their parents their phone number. Give an overview of the lesson. (**4**, 15)
9. Send a happy gram home. I know my telephone number! (**4**, 18)

Sample Questions

1. What do you think would happen if you got lost and you didn't know your telephone number?
2. What is your telephone number?
3. What would you do if you got lost?

Submitted by

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Miami, Florida

Lesson 4 — *Sea Environment and Animals*

Note

The promising practices highlighted in this lesson — Additional time is taken to teach the first language (**2**); instructional content is culturally relevant (**3**).

This lesson is part of an extensive unit on life science involving seven types of environments and their respective animal life. The sea environment component of this unit covers types of sea environments and at least nine other major classes of sea animals. Other specific aspects of each animal class that can be covered include eating, breeding, moving, senses, and habitat.

Some students may be prohibited from eating shellfish due to either religious or dietary restrictions. Check with parents before incorporating food into the lesson.

Content Area
Science

Classroom Organization
Bilingual, Mainstream

Grade Level
2, 3

English Proficiency Level
Beginner, Low Intermediate, Mixed Group

Time Allotment
Planning: 6 hours
Teaching: Five 30-minute lessons

Instructional Objective(s)
Students will be able to:

- Identify a sea environment from among other types of environments;
- Develop a list of questions about mollusks;
- Name the basic characteristics of a mollusk;
- Sort a group of assorted shells according to shape, size, color, texture, and any other aspect chosen by student;
- Group shells into either gastropod or bivalve families;
- Name and discuss edible mollusks.

Prerequisite Skills

- Basic listening skills

Materials

- Visuals of environments and sea animals (pictures and film)
- Map
- Sample types of sand
- Samples of gastropod and bivalve shells
- Live clams and oysters
- Set of "safari" animal cards
- Pictures cut out from *National Geographic* magazine and labeled in English and the native language, if possible
- Pot, hot plate, tongs, lemon, butter
- Paper trays for sorting

Procedures

1. Human beings and animals live in many different kinds of environments. Show pictures of forest, desert, mountain, savannah, and sea environments. Explain: "We are going to learn specifically about the sea environment and its animals." (**3**, 10, 13)
2. Present pictures and map of the coastline of western United States and Mexico. Point out different kinds of sandy beaches in both countries. Show pictures and samples and develop an oral and written list of key vocabulary words in English and the native language, if appropriate, (e.g. environment, coast, sea, salt, sand, animals, shell, classify, group, characteristics, family, mollusk, gastropod, bivalve, clam, oyster, shape, size, color, texture). (**3**, 10)
3. Students are requested to ask questions about mollusks. Solicit questions in the native language. Teacher writes lists of student questions. (**2**, 11, 16)
4. Divide students into groups of four. Include one or two LEP students in each group. Allow students to handle and sort shells according to shape, size, color, texture, and any other characteristics identified by students. (5, 6, 7, 10)
5. Ask students to name, in their own language if possible, shells that they know. Emphasize their knowledge of shells. Highlight and label cognates of names of shells in the native language and English. (**3**, 16)
6. Students then discuss characteristics of gastropod and bivalve shells and sort according to those two families.
7. Discuss the fact that there were animals in the shells at one time and that some mollusks are edible. Show pictures. Have students handle live clams and oysters. Open a clam and an oyster and have students touch them. (10)
8. Cook clams and oysters in a pot of boiling water. Prepare butter and lemon sauce. Offer students clams and oysters to taste and eat. Give shells to students. (10, 11)
9. Review lists of student questions and ask students to share their answers and knowledge related to the questions. Give LEP students an opportunity to respond in their native language with teacher translating into English for the whole group. Have students draw pictures of shells. (16)
10. Positive comments can be made in the native language to all students, not just to the limited-English-proficient children. (**3**)

Sample Questions

1. What is an environment?
2. How many different kinds of environments have you lived in?
3. What do all the gastropod and bivalve shells have in common?
4. What do you think was inside the shells?
5. What do mollusks feel like?

Submitted by

Omar Arámbul
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Selah, Washington

Lesson 5 — *Our Faces*

Note

The promising practices highlighted in this lesson — Additional time is taken to teach the language needed (**2**); instructional content is culturally relevant (**3**); parental involvement is incorporated (**4**).

This lesson can be expanded into additional lessons for other parts of the body.

Content Area

Language Arts or Science

Classroom Organization

Bilingual, ESL, Mainstream

Grade Level

K

English Proficiency Level

Beginner

Time Allotment

Planning: 1 hour
Teaching: Five 15-20 minute lessons

Instructional Objective(s)

Students will be able to:

- Identify facial features;
- Tell the color of eyes, hair;
- Identify body parts in two languages.

Prerequisite Skills

- Ability to communicate concept knowledge of colors and numbers
- Ability to use scissors

Materials

For each student:

- Large mirror
- Scissors
- Glue
- Construction paper—different shades
- Precut eyes, noses, ears, mouths in different colors
- Yarn in colors similar to hair, cut in different lengths

Procedures

1. Pass a large hand-held mirror around. Name (in English and native language if possible) facial features and have students point to features on their faces. **(2)**
2. Have students identify features in English or in native language.
3. Instruct the children to select a sheet of construction paper and to cut out a face shape.
4. Tell students to glue facial features to the paper. Encourage children to look at the mirror as often as they like. Have children help one another with the yarn for hair, if needed, so that they may make it appear like their own. **(3, 5)**
5. Upon completion, have students show artwork to the class and name facial features. **(2)**
6. Tell students to take artwork home and name facial features for parents. **(4)**

Sample Questions

1. What color are your eyes, hair, skin?
2. Do you have long or short hair? Curly or straight?
3. Do you look happy or sad?
4. Who do you look like?

Submitted by

Maria Wood
Vallejo Mill School
Fremont, California

Lesson 6

Conversation with Character

Note

The promising practices highlighted in this activity — Additional time is used to teach the language needed (**2**); instructional content is culturally relevant (**3**); parental involvement is incorporated (**4**).

This activity introduced two new practices—building self-confidence in speaking abilities (A); and promoting a sense of belonging to the group (B). The Total Physical Response (TPR) method is used to evaluate student comprehension of commands (procedure step 4).

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
K-3

English Proficiency Level
Beginner, Low Intermediate, Intermediate

Time Allotment
Planning: 1 hour
Teaching: Five 30-minute lessons

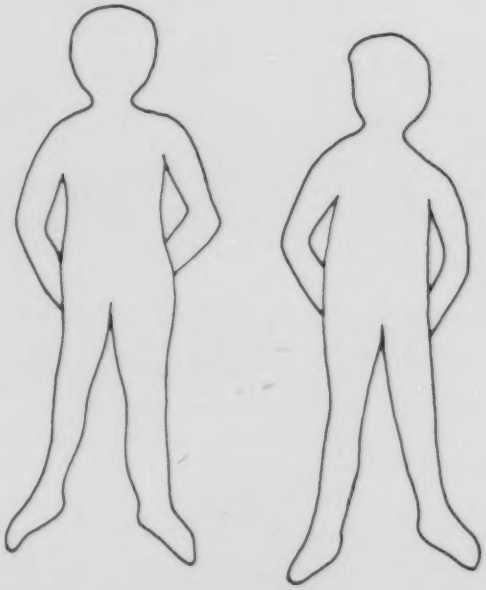
Instructional Objective(s)
Students will be able to:

- Use English language for numbers, colors, parts of the body, clothing, possession, manipulation and preference—creatively, in individual, small group, and large group situations;
- Respond to, and practice, use of imperative, interrogative, declarative, and subjunctive modes of verbs;
- Participate actively in class group, strengthening the student's sense of self-worth;
- Role play;
- Create and use sentences and descriptive paragraphs in English.

Materials

- Line drawings of a boy and a girl, preferably on cardboard textured paper (see illustration)
- White butcher paper

- Crayons of basic colors
- Scissors



Procedures

1. Using an illustration, introduce the concept desired (parts of the body, colors, etc.). Before beginning activity, be certain that students understand the vocabulary to be used. **(2)**
2. Pass out the line drawing so that students can fill in the features and coloration to resemble themselves. The resulting character may assume the child's own identity or another, according to the child's own desires. The figure is given a name so that it can be introduced to, shared with, and admired by other class members. **(3)**
3. Tell students to make a duplicate for a class poster attached to the bulletin board. (This poster can be very helpful both as a visual representation of the day's absentee count and as an enforcement of the child's sense of belonging to the class group.) (9, B)
4. After the characters have been created, properly introduced and admired, and their duplicates installed on the poster, discuss the clothing and the colors of the clothes each character is wearing.

"Point to the boy in the green shirt." "Place Paco on the teacher's desk." (Single word answers or even nonverbal responses are quite acceptable at this stage of learning. Later, the questions and commands can begin with the students themselves). (11, A)

5. Pass out the plain white paper and show the students how to design clothes (with paper-doll type tabs) to dress their characters.*
6. Discuss different types of clothing and the occasions on which each might be worn, (e.g., rodeo season—blue jeans, plaid shirts, cowboy hats, boots; summer—bathing suits, sandals.) Clothing necessary for students' cultural events can be used. Show examples of each variation of clothing, adding the pictures to the bulletin board display as you talk. (3, 9)
7. Ask the students to create for their characters a complete wardrobe of clothing. Students work individually at first, then form small groups and show off the new creations. Each member in the group may ask the demonstrating student questions concerning the clothing. (5, 10)*
8. Walk about the classroom admiring the work and the discussions, and ask some of the students to share their handiwork with the entire class. (10, 16, 17, 18)
9. As the class advances, have students plan and carry out a narrated fashion show with assistance from parents. (4)

Sample Questions

1. Who is your character? What is his/her name?
2. What color is this shirt? What color is his hair?
3. Ask Rosie if you may borrow her cowboy boots.
4. What do we wear when we go to a party? To school? To play with our friends?

Submitted by

Carolyn J. Hynes
Learning Is Fun!
Houston, Texas

*Requires higher level skills.

Lesson 7

Poems for Fun

Note

The promising practices highlighted in this lesson — Advanced preparation is necessary to match instructional material to students' needs (**1**); additional time is taken to teach the language needed (**2**); instructional content is culturally relevant (**3**); parental involvement is utilized (**4**).

This lesson can be expanded into a writing lesson by asking students to compose original poems.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
1-3

English Proficiency Level
Beginner, Low Intermediate, Intermediate, High Intermediate

Time Allotment
Planning: 1 hour
Teaching: Five 30-minute lessons to teach one poem per week

Instructional Objective(s)
Students will be able to:
- Recite poem from memory using correct English intonation;
- Demonstrate reading and listening skills.

Prerequisite Skills
- A beginning proficiency level in listening comprehension and reading

Materials
- Sheet of poems (which match students' proficiency and grade levels)
- Large chart tablet
- Student poetry books

Procedures

1. Choose a poem which matches students' grade and proficiency levels. It should be culturally relevant to one of the cultural backgrounds represented in class. Write it on a chart tablet. (**1**, **3**)
2. Read the poem to the class. Explain unfamiliar vocabulary and note any rhyming words. (**2**, 13)
3. Read poem with class repeating several times.
4. Instruct students to copy poem into their poetry notebooks.
5. Allow class and individual students to recite poem daily for a period of one week.
6. Assign poem to be memorized by a certain day.
7. Have students prepare for recitation by practicing with parents at home. (**4**)
8. On poetry day, choose a student to recite the poem from memory; prompt if necessary; other students listen.

Sample Questions

1. Do you understand the poem?
2. Do you like the poem?
3. Can you write a poem of your own?

Submitted by

Betty McDonald
Gadsden School District
Santa Teresa, New Mexico

Chapter 2

Classroom Management

Classroom management can be defined as alterations in classroom dynamics that might facilitate learning. (Refer to the table on page ix for promising practices five through eight.) Because a class of limited-English-proficient students may include a wide linguistic and academic range, it is to the teacher's, as well as the students', benefit to promote a cooperative learning atmosphere in the classroom. This can be accomplished through groupings, such as pair work, small group work, or peer tutoring. Group instruction works well in a classroom in which students are at different grade and/or proficiency levels. The teacher can isolate those instructional objectives or procedures within a particular lesson which require higher level skills and group the students accordingly. Motivation to communicate and participate within the pairs or groups must be instilled by the teacher. A way to instill the needed motivation is by individualizing the instruction as much as possible. Individualizing instruction often entails meeting the different learning levels and linguistic needs of the students by adapting curriculum materials, utilizing learning centers and learning activity packages, and initiating student contracts. Through individualized instruction, students are allowed to progress toward long-range objectives at their own pace.

In the process of creating opportunities for student interaction, pairing a LEP student with an English-speaking student contributes to the learning of both students. The LEP student is able to practice oral communication in a meaningful, yet unthreatening way, and the English-speaking student can reinforce or review the concept being taught. This tutoring situation also builds the self-esteem of both students involved, an important factor in motivation. Another way in which to build the self-esteem of LEP students is to assign classroom responsibilities that do not require a high English proficiency, such as task assistants. This helps the student feel like a valuable member of the class, and perhaps enables the student to practice the language in a functional manner.

Incorporating parent-student cultural activities into the lesson is an easy but effective means of building self-esteem. By highlighting aspects of a child's culture, the teacher reinforces that the native culture is something to be proud of. Parents or family members can be called upon to recite folk tales or to give presentations of folk art or music. These cultural activities should relate as closely as possible to a particular lesson so that the concepts do not seem to be auxiliary class activities.

Lesson 8

Thanksgiving Play

Note

The promising practices highlighted in this lesson — Small group work is present (5); classroom helpers are used (6); English-speaking students are used as models (7); parent cultural activities are planned (8).

Art, language arts, spelling, vocabulary development, and writing lessons can be developed from this play. Parents can also become involved in viewing the play and preparing the Thanksgiving feast.

Content Area
Social Studies

Classroom Organization
ESL

Grade level
2, 3

English Proficiency Level
Beginner, Low Intermediate

Time Allotment
Planning: 45 minutes
Teaching: Eight 25-minute lessons; more time for scenery or costumes

Instructional Objective(s)
Students will be able to:
- Repeat simple patterns in choral groups
- Spell words in unit and repeat simple lines independently*
- Repeat more difficult lines independently

Prerequisite Skill
- Reading ability

Materials
- Children-made hats, collars, aprons, other props

*Requires higher level skills.

- Script of dialog on overhead transparency
- Overhead projector
- Copies of script/individual lines on mimeo or hand-copied

Procedures

1. Establish purpose of mini-drama by asking students to share information about the U.S. tradition of Thanksgiving. (1, 11, 13)
2. Have samples of some common seasonal fruits, vegetables, pumpkins; pumpkin pie; bread or corn and rice or other food common to your students' daily lives. Assign students to distribute food and allow class to sample and name the different foods. (3, **6**, 10, 14)
3. Use overhead projector of the simple "script" to introduce play. Assign choral parts (to first six sections) in groups—no individuals, yet. "We will pretend to be Pilgrims." Present taped version of other students or teacher reading lines 1-6 while class listens. Have the groups read or repeat, if beginners; then present taped version of choral sing/song chart of same lines. Groups repeat. (**5**, **7**)
4. Children in groups copy lines 1-6. (**5**)
5. Let children decide if they'll be Pilgrims or Indians. Assign. (10)
6. Play tape and review chart and script for level A. (20)
7. Repeat above procedures for the remainder of the play.
8. Introduce script for next levels and listen to tape of items 7-18. Assign or allow children to choose Squanto and other individual Indian parts. Items 12 and 15 are spoken by all participants (If you wish, you can have small groups, instead of individuals, speak items 8-11, 13, 14, 16, 18.) (10)
9. Enjoy practicing, listening to tape. Let group make own tape, scenery, costumes. (10)
10. Perform play for other classes and parents.
11. Enjoy the feast that everyone has prepared. Wear costumes and watch the tape of the show. (**8**, 17, 18)

A.

(Pilgrims) 1. We are *Pilgrims.*
We are Pilgrims.
We are Pilgrims to America.

*Requires higher level skills.

(Indians) 2. We are *Indians*.
We are Indians.
We are Indians of America.

(Pilgrims) 3. We need your help.
We need your help.
We need your help in America.

(Indians) 4. We will help you.
We will help you.
We will help you in *America*.

(All) 5. We are now *friends*.
We are now friends.
We are friends in America.

(All) 6. Let's *celebrate*.
Let's celebrate.
Let's celebrate and have a feast.

B.

(Squanto) 7. Hello, my name is Squanto.
These are my friends.
We will help you learn to plant corn.

(Indians) 8. First, you dig the earth.

(Indians) 9. Next, you plant the seed.

(Indians) 10. Then you give it water.

(Indians) 11. It needs sunlight.

(All) 12. We are thankful for sun and rain.

(Indians) 13. The plant grows and grows.

(Indians) 14. When it is big, we harvest it.

(All) 15. We are thankful for such good food.

(Pilgrims) 16. Squanto, can you help us make warm houses for the winter?

(Squanto) 17. Yes, my friends and I can help you.

(Indians) 18. First, we find a tall tree.

C.

(Indians) 19. Then we cut it.

(Indians) 20. We cut many trees.

(Indians) 21. Then we build a big house of wood.

(Indians) 22. It is warm. It will protect you.

(All) 23. We are thankful for warm houses.

(Pilgrims) 24. Squanto, can you help us make warm clothes for the cold winter?

(Squanto) 25. Yes, my friends and I will help you.

(Indians) 26. We will show you how to use animal skins.

(All) 27. We will make warm clothes.

(All) 28. We are thankful for such warm clothes.

(All) 29. We are thankful. We are thankful in America.

Sample Questions

1. What do you know about the first Thanksgiving?
2. Why did the Pilgrims celebrate this festival?
3. Do you celebrate any day(s) of "thanksgiving" in your country(ies)?
4. What part do you think children played in the first year of sharing/helping?

Submitted by

Dee Ransom
Woodburn Elementary School
Falls Church, Virginia

Lesson 9 — *Macaroni Magic*

Note

The promising practices highlighted in this lesson — Pair work is incorporated (**5**); responsibilities are assigned that do not require a high English proficiency (**6**); English-speaking students are used as resources and models for LEP students (**7**).

In addition to these classroom management practices, the lesson incorporates the learning strategy of inferencing—whereby students can guess at an answer from nonverbal clues.

Content Area

Science

Classroom Organization

Bilingual, ESL

Grade Level

1

English Proficiency Level

Mixed Group

Time Allotment

Planning: 1 hour
Teaching: Two 30-minute periods

Instructional Objective(s)

Students will be able to:

- Orally identify objects and ingredients;
- Repeat the experimental steps in the correct sequence;
- Describe the chemical reaction and what caused it.

Prerequisite Skills

- Ability to measure ingredients

Materials

- Baking soda (1 tsp.)
- Two large jars
- Vinegar (½ cup)
- Water (2 cups)
- Elbow macaroni

Procedures

Day 1

1. Introduce vocabulary in student's first language when possible. Relate the vocabulary words to students' prior knowledge (2, 9)

Vocabulary list

Ingredients
Experiment
Predict
Chemical reaction
Gas
Movement
Control

Day 2

2. Review vocabulary. Ask the student to get a particular item such as baking soda. (21)
3. Divide class into pairs of students; have pairs ask each other what the vocabulary words mean. **(5, 7)**
4. Caution students never to put anything in their mouths. Encourage students to use their senses of smell and sight to determine what an ingredient is.

5. Direct one or two students to pour one cup of water in each jar. (6)
6. Ask another student to stir baking soda into one jar until dissolved. Direct another student to put macaroni into the jar. Students are to observe what happens (Macaroni sinks to the bottom Why? Macaroni is heavier than water.) (6, 11, 12)
7. Ask a student to stir baking soda into the second jar. Direct another student to pour in vinegar and stir (result—mixture bubbles). (6)
8. Ask students to predict what the macaroni will do when placed in the second jar with the water, baking soda, and vinegar. (11, 12)
9. Direct a student to place macaroni into the second jar. What happened? (Macaroni rises to the top. Why? Bubbling action is causing the macaroni to rise to the top.) (6, 11, 12)

Sample Questions

1. What did we do first? second? third?
2. What was the one different ingredient in the two jars?
3. If all the ingredients had been the same, what do you predict would have happened?

Submitted by

David Sanchez
NCBE
Rosslyn, Virginia

Lesson 10 — *Magic Mirrors*

Note

The promising practices highlighted in this lesson — Pair work is used (5); responsibilities are assigned which do not require a high English proficiency level (6); English-speaking students are used as models and resources (7).

The teaching time may vary depending on the students' abilities. A flannel board may be used to present the opening story and students' comprehension and vocabulary development can be evaluated by asking students to retell the story in their own words. If students don't possess the required language proficiency to retell the story, they can be asked to place flannel board characters on the board at the appropriate time in the story. Evaluate students' understanding of mirror concepts by observing which pictures students' choose to cut out of catalogs, books, or magazines.

Content Area
Science

Classroom Organization
ESL, Mainstream

Grade Level
1

English Proficiency Level
Mixed Group

Time Allotment
Planning: 2 hours
Teaching: Two 45-minute to 1-hour lessons

Instructional Objective(s)
Students will be able to:
- Recognize a reflection;
- Explore properties of reflective surfaces;
- Recognize a symmetrical object or picture.

Materials
Per student:
- One small mirror
- Six to eight pieces (3" x 5") of different colored construction paper
- One (3" x 5") piece of clear plastic
- Four photocopied pictures showing only one-half of a symmetrical object
- One catalog, book, or magazine
- Scissors

Procedures
1. To motivate learning, tell a story about a young bear who lived in the woods (use visuals). One day the bear passed a large hole that was empty. However, that night it rained heavily. The next day the young bear passed the hole and looked in. It was no longer empty. Another bear was drowning in the water. The young bear began yelling for help. Ask the students questions about the bear in the hole. Elicit the answer that the young bear was seeing a reflection. (9, 10, 14)
2. Explain (in the first language if possible) that they will be describ-

ing different objects that make reflections. Ask students to name objects in the room in which they can see their reflections (e.g., mirror, tabletop, pictures, TV screen). (9)

3. Have several students pass out small bags with six to eight 3" x 5" pieces of construction paper and one 3" x 5" piece of clear plastic. (At this point students may do this activity by working in pairs but make sure that all students have their own mirrors. Encourage oral discussion between partners as activity progresses.) (5, 6)

4. Give the students the challenge to see if they can find their own reflection by manipulating these materials. Allow two to three minutes for free exploration with the materials. (When students place a piece of colored construction paper behind the piece of plastic, a reflection can be seen. Dark-colored construction paper produces a clearer reflection than does a light-colored piece.) (5, 10)

5. Listen carefully to students as they share their observations and ideas. (16)

6. Direct a student to retrieve the bags of construction paper pieces and clear plastic. Students keep the mirror. Ask another student to pass out a bag of various photocopied pictures of symmetrical objects that have been cut in half. (These pictures may include letters of the alphabet, a butterfly, a tree, a leaf, a chair, a person's face). (6)

7. Challenge the students to place their mirror on one-half of the picture in order to make the picture complete. Allow three to four minutes for student exploration. Again, LEP students may be paired with English-speaking models to encourage interaction. A non-English speaker will still be able to participate in this science lesson by watching his peers and thus manipulating the materials. (7, 10)

8. Ask students to find pictures of objects in catalogs, books, or magazines that could be cut in half to be used for this activity. Have students cut out and test pictures with a mirror. (Students will actually be finding objects that have symmetry.) (21)

Sample Questions

1. Why did the young bear see another bear in the hole?

2. Where did you place your mirror in order to complete the picture?
3. Can all pictures be cut in half equally?

Submitted by
Brenda Goddard Arámbul
Ruth Childes Elementary School
Yakima, Washington

Lesson 11 — *Baking Gingerbread Cookies*

Note

The promising practices highlighted in this lesson — Cooperative learning is encouraged (**5**); responsibilities are assigned which do not require a high English proficiency (**6**).

This lesson requires teacher assistants to help with the process of making cookies.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
K

English Proficiency Level
Beginner

Time Allotment
Planning: 1 day
Teaching: Three 1-hour lessons

Instructional Objective(s)
Students will be able to:

- Organize and illustrate the ideas of the story *The Gingerbread Man* in proper sequence;
- Recognize and perform action words;
- Identify and name the kitchen utensils;
- Describe ingredients through touching, smelling, and tasting*;
- Follow directions for gingerbread man recipe.

*Check with parents before incorporating food into the lesson.

Prerequisite Skills

- Listening comprehension

Materials

- Film strip—*The Gingerbread Man*
- Crayons, construction paper, paint, brushes, scissors, chart
- Mixing bowl, measuring cups, rolling pin, cookie sheet, gingerbread cookie cutters, tray
- Ingredients for gingerbread cookies
- Large chart or chalkboard with recipe written
- Use of an oven

Procedures

Day 1

1. Teach vocabulary necessary for students to be able to comprehend filmstrip. (2)
2. Show the filmstrip *The Gingerbread Man* (14)
3. Instruct students to draw pictures that illustrate the sequence of the story. Have them explain what is happening in each picture. (10)

Day 2

4. Review vocabulary using students' illustrations. (14)
5. Dramatize action words (using actions and visuals): mixing, sifting, rolling, cutting, decorating, and cleaning. (9)
6. Show kitchen utensils to students; name them; have students repeat. (10)
7. Show ingredients to students; name them; allow children to smell, taste, and touch; name them; have students repeat. (10)

Day 3

8. Arrange the class in a circle around a table with utensils and ingredients in the center of the table. Review vocabulary. Have children take turns performing the action words. Select children to act as sifters, rollers, decorators, cutters, and cleaners. (6)
9. Read recipe (previously written on a large chart) aloud, with children following directions. (5, 9)

Recipe

Mix ¼ cup butter
½ cup sugar
½ cup molasses

Sift 3½ cups flour
1 teaspoon baking soda
¼ teaspoon ground clove
½ teaspoon cinnamon
1 teaspoon ground ginger
½ teaspoon salt

Mix together; add ½ cup water. After mixing, spread the dough with the rolling pin and cut the cookies. Use the cutter with a gingerbread man shape.
Bake at 350° for 8 minutes.

9. Have each child cut and decorate a cookie.
10. Take the cookies on a tray to the school cafeteria and bake.

Sample Questions

1. What happened first in the film? next? last?
2. What am I doing? (You are mixing.)
3. What is this? (It is a mixing bowl.)

Submitted by

Julia M. Díaz
Southside Elementary School
Coral Gables, Florida

Lesson 12 — *Tangrams*

Note

The promising practices highlighted in this lesson — Cooperative learning is emphasized (**5**); responsibilities not requiring a high English proficiency are assigned (**6**); opportunities for English-speaking students to be used as models are provided (**7**).

This lesson can be expanded by asking students to make as many different sized squares, rectangles, triangles, or parallelograms as possible with the tangram pieces. If tangram sets are not readily available, have students make their own as a related art activity using a 7" x 7" square.

Content Area

Math

Classroom Organization

ESL, Mainstream

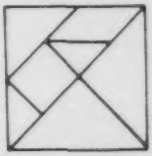
Grade Level
3

English Proficiency Level
Intermediate

Time Allotment
Planning: 1 hour
Teaching: 45 minutes

Instructional Objective(s)
Student will be able to:
- Identify the shape of the seven tangram pieces;
- Develop visual memory in spatial relations;
- Classify pieces by shape and area.

Materials
- Tangram set (see illustration)
- Overhead transparency
- Two sets of tangrams cut from colored transparent plastic (for use with overhead projector)



Procedures
1. To motivate the learner, begin the lesson with this opening story. There was a man named Bin who lived in China. He collected tiles. One day he was admiring his favorite tile when it accidently slipped from his hands and fell to the floor. His tile shattered into seven pieces. (14)
2. Put the transparent set of tangram pieces on the overhead. Explain to the students that they will be exploring and using these seven pieces of Bin's tile. (13)
3. Ask students to verbally identify the seven geometric pieces (triangle, square, parallelogram) as they view them on the overhead. Parallelogram will be the most difficult. Tell them that two sets of parallel lines help identify a parallelogram. (9)
4. After each piece has been identified, allow one student to pass out a set of seven tangram pieces to pairs of students. Ask

students to make designs utilizing the seven pieces. Allow three to four minutes for this exploration time. **(5, 6, 7)**

5. After allowing students to manipulate the tangram pieces, ask students to place a large triangle in front of them. Direct students to lay the other six pieces on the large triangle so they fit perfectly (there are four ways). Ask children to name the geometric pieces used. Choose a student to demonstrate using the overhead projector which pieces were used to cover the triangle. **(6)**
6. As a last challenge, ask the students to see if they can rebuild Bin's tile. Allow as much time as needed for students to manipulate the seven pieces to try to form a square.

Sample Questions

1. There are five triangles in this set. How are they different? How do they relate to one another in terms of size?
2. What different kinds of designs could you make using these seven pieces?
3. How many different ways can you lay any of the remaining six tangram pieces on the large triangle so that they fit perfectly?
4. Does anyone have a different way to cover the large triangle?

Submitted by

Brenda Goddard Arámbul
Ruth Childes Elementary School
Yakima, Washington

Lesson 13 — *Creative Word Lists*

Note

The promising practices highlighted in this lesson — Pair work is used **(5)**; English-speaking students are used as models **(6)**.

This is a progressive lesson. Once the types of sentences and punctuation have been introduced, word lists can be used to reinforce sentence types. Evaluation of sentences is ongoing while word lists can be checked weekly. Depending on the abilities of the students in the class, you may want to spend time working orally with different types of sentences before going into the written aspect of the language. The sentence punctuation should not be taught simultaneously in both the native language and English. One language should follow the other.

Content Area

Language Arts

Classroom Organization
Bilingual

Grade Level
2, 3

English Proficiency Level
Intermediate, Low Advanced

Time Allotment
Planning: 1 hour
Teaching: 25 minutes (seatwork; 20 minutes)

Instructional Objective(s)
Students will be able to:
- Identify declarative, interrogative, exclamatory, and direct quotation sentences;
- Write sentences using word lists.

Materials
- One large tablet cut vertically to make two long strip-like tablets for word lists. Use wire scissors to cut coil.
- Word lists—antonyms, synonyms, homonyms, pronouns, and compound words, etc. (see example) in English and the native language, if appropriate.
- Definition charts—five tagboards cut in half and fastened with rings on top. On each chart write definitions for declarative, interrogative, exclamatory, and quotation sentences. Hang on easel to use each day (see example).

Procedures
Day 1—Declarative Sentences
1. Introduce word list to the group (see example). Say each word as you point to the word on chart. Have students repeat words. (13)

Word List

Antonyms are opposite words.	**Antonimos son palabras opuestas.**
1. fat - skinny	1. gordo - flaco
2. tall - short	2. alto - bajo
3. black - white	3. negro - blanco
4. hot - cold	4. caliente - frío

Day 2

2. Read sentence definition chart once (see example) and then ask an English-speaking student to repeat it. Discuss meaning of declarative sentence and have children give examples orally.

Sentence Definition Chart

Declarative Sentences

A declarative sentence is a sentence that ends with a period and gives us information.

Example:
I am *big*. She is *little*.

Oraciones Declarativas

Las oraciones declarativas terminan con un punto final y nos dan informacíon.

Ejemplo:
Yo soy grande. Ella es pequeña.

3. Divide class into pairs. (5)
4. Model how to write a declarative sentence. (9)
5. Call pairs to chalkboard to write declarative sentence using any of the words on the list. (5)
6. Instruct students to copy words once onto paper and write sentences using the words. (21)
7. Each day flip the chart and practice different type of sentences.

Sample Questions

1. Who can tell me in their own words what a declarative sentence is?
2. Give an example of a declarative sentence using the word ____.

Submitted by
Esther Payán Delgado
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El Paso, Texas

Lesson 14 — *Little People*

Note The promising practices highlighted in this lesson — Opportunities are created for cooperative learning (5); responsibilities are assigned that do not require a high English proficiency (6); a parent-student cultural activity is initiated (8).

Students should be encouraged to monitor their own ability to follow oral directions in creating the Thumbelina picture.

Content Area
Art

Classroom Organization
ESL

Grade Level
K

English Proficiency Level
Intermediate

Time Allotment
Planning: 30 minutes
Teaching: Three 30-minute lessons

Instructional Objective(s)
Students will be able to:
- Follow directions;
- Show a knowledge of counting, right-left, colors, spatial relationships as they complete art project.

Prerequisite Skills
- Reading ability
- Ability to use scissors

Materials
- Filmstrip—*Thumbelina*
- Book—Andersen's *Thumbelina*
- Flower patterns cut out (see illustration)
- Small Thumbelina cut out (see illustration)
- Jars of glue, scissors
- Green and other colored construction paper
- White paper

Procedures
1. Read and/or show filmstrip of *Thumbelina*. (10)
2. Have students retell or reenact story. (9)
3. Present a finished model of large flower with Thumbelina sitting in the middle. (9)

4. Divide the class into small groups with a set of patterns (3 petals, 1 stem, 2 leaves) for each group. (5)

Patterns

Petal
(cut 3)

Stem
(cut one)

Leaf
(cut 2)

5. Assign students to distribute jars of glue, scissors, and small pieces of colored paper, patterns, and a Thumbelina cutout. (6)
6. Instruct groups to: (1) cut out designs and paste them on the white paper; and (2) paste Thumbelina in the middle. (11)
7. Encourage students to evaluate their own ability to correctly follow directions for design placement. (21)
8. Invite parents in to tell other cultures' folktales of little people, such as *Little One Inch* (Japan). (8)

Sample Questions

1. What would it be like to be so small?
2. What is this? (Example response: This is a stem.)
3. Where is Thumbelina? (Thumbelina is in the middle of the flower.)
4. How many petals does the flower have? (The flower has three petals).

Submitted by

Susanna P. Unger
Windermere Boulevard Elementary School
Amherst, New York

Lesson 15

Training Students In Small Group Work

Note

The promising practices highlighted in this lesson — Small group work and peer tutoring are used (5); English-speaking students are used as resources (7).

This lesson illustrates a method of giving students opportunities for cooperative learning. This technique requires much teacher preparation and specialized materials geared toward students' needs. Helping young children to work independently requires time, patience, and training. However, the end product is rewarding. Students with a beginning English proficiency level need more direction from teacher or peers. Kindergarten and first graders may benefit from working as a whole group before splitting up, but there are ways to handle small group work with kindergartners such as teaching centers.

Classroom Organization
Bilingual, Mainstream

Grade Level
K-3

English Proficiency Level
Mixed Group

Time Allotment
Planning: 1 week prior to assignment
Teaching: 40-45 minute periods

Instructional Objective(s)
Students will be able to:

- Work individually and/or in small groups at their own pace and ability level;
- Work individually and/or in small groups in their dominant language;
- Share skills learned using their own words;
- Retell in their own words their learning processes.

Prerequisite Skills

- Concentration ability

Materials

- Folders for each student
- Worksheets that reflect current topics being studied or reviewed
- Workbooks, readers, educational games

Procedures

1. At the beginning of the year, divide class into two or three groups; preferably by ability levels. English-speaking students may be paired with beginning proficiency level students within groups. Children may change groups throughout the year depending on their progress and interest. **(5, 7)**
2. Allow group one to work independently on assignment for about 15-20 minutes.
3. Have group two work with teacher on learning a new skill, reading a story, etc. After 20 minutes switch groups—group one will work with teacher; group two will work independently. **(5)**
4. After each group has had the opportunity to work independently and with the teacher, have the whole class come together and discuss what was done, learned, and completed by each group. (20)

Sample Questions

1. What did your group work on today?
2. Did you understand your assignment?
3. Did everyone in your group finish the task?
4. Did you work alone or with a friend?

Submitted by

Nancy Colón
P.S. 7
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Chapter 3

Teaching Procedures

The majority of the practices identified by the Master Teacher Panel involved instructional techniques. (Refer to page ix for a list of these promising practices.) Because success in learning a concept or acquiring language skills depends largely on the students' motivation toward the learning task, many of these practices highlight ways to increase students' motivation. Contextualizing exercises and content is an effective way of accomplishing this. Teachers contextualize lessons in a number of ways. Dialogs for vocabulary development or grammar lessons can be centered around the language functions students need to know and use—"What is your telephone number? It's _____." Mathematical problems can consist of the language and computation skills necessary for a trip to a fast food restaurant. When students can relate vocabulary or the content of the lesson to something relevant in their lives, they experience greater retention and easier acquisition.

When teaching limited-English-proficient students, most teachers rely heavily on manipulatives, pictures, and audiovisual equipment. This is especially true when teachers try not to separate academic learning from real world contexts. Use of audiovisuals not only makes a lesson more interesting to the students, but helps in comprehension of the teaching point.

Children learn through various sensory modes—aural, kinesthetic, and tactile. Teachers can use the aural mode by reinforcing vocabulary through songs. This serves as a mnemonic device. Learning through the kinesthetic mode involves using physical movement. The teacher models meaning by saying, "I sit down," and then demonstrates the action by sitting down. Total Physical Response relies on teaching through the kinesthetic mode. The teacher says and performs various commands. In the beginning students just watch, listen, and perform the action. After students feel comfortable with the language, they initiate their own examples. Techniques involving the tactile mode revolve around letting the students touch representations of the language being taught. In a lesson on opposites, a rock and a pin cushion can be passed around the class for all to feel and associate either hard or soft. Incorporating the use of various sensory modes into the classroom is just another way of involving students in what they are learning.

Another technique to involve students is using questioning techniques. Asking questions which require more than a yes or no answer and which cover topics of interest to the students motivates them to use the language. Teachers should accept all student answers in a nonjudgmental manner and encourage the students to

do likewise. This technique can also be used as a springboard for discussions on cultural similarities and differences. Teachers should ask questions which allow students to come up with alternatives, such as new ending to a story. Students are led to try out higher level thinking processes—inferencing, evaluation, or creative thinking. This teaches students to become more independent thinkers.

Learning strategies also help students become more independent learners. Learning strategies are self-directed activities which allow students to take more control over their own learning. This may involve learning a new way to organize new material, how to focus their attention on learning the task better, or to place themselves in situations that help them learn. The National Clearinghouse for Bilingual Education's (NCBE) publication "FOCUS 16: Using Learning Strategies to Develop Skills in English as a Second Language" presents a practitioner-oriented overview of incorporating learning strategies into teaching procedures.

Teachers know that students' attention must be directed toward the learning activity. Communicating the objective to the students at the start of the lesson in language they can understand lets them know what to expect and how to prepare for learning. Presenting a song, a puppet, or a filmstrip serves as a motivator at the beginning of a lesson and helps grab student attention. Similarly each lesson ends with a closing in which information is wrapped up and clarified. This can take the form of an overview, a game, or role playing. Either a formal or informal assessment exercise can follow the closing.

Lesson 16 ***Making Paper Bag Puppets***

Note

The promising practices highlighted in this lesson — Instructional language is contextualized (**9**); language input is through the visual mode (**10**); higher level questioning techniques are utilized (**11**); the objective of the lesson is explained (**13**).

This lesson can be taught completely in the first language. While mention is made of when to do prerequisite work on vocabulary, lesson development is left to the individual teacher. This lesson concentrates on the art aspect only. Time allotments should be modified according to grade level. The allotments presented are for the third grade. The sample questions should be used in developing the evaluation. At the beginning of each day's lesson, the previous day's objective should be reevaluated.

Content Area
Art

Classroom Organization
Bilingual

Grade Level
K-3

English Proficiency Level
Mixed

Time Allotment
Planning: 2 hours
Teaching: 3 days as follows:
Day 1: 45 minutes
Day 2: 45 minutes
Day 3: 60 minutes
15 minutes presentation
45 minutes art

Instructional Objective(s)
Students will be able to:
- Use vocabulary associated with lesson in context;
- Distinguish between real and make-believe;
- Describe a puppet;
- Identify different types of puppets (hand, marionette);
- Describe a paper-bag puppet;
- Describe materials to be used in making puppet;
- Construct a paper-bag puppet.

Prerequisite Skills
- Vocabulary mastery as it relates to lesson
- Use of scissors, crayons, glue

Materials
- Vocabulary list
- Brown paper lunch bags (enough for class)
- Boxes of scraps (yarn, felt, construction paper, fabric, etc.) — enough for at least 5 groups within the class
- Scissors, crayons, glue — enough for each student
- Samples of hand puppets, marionettes

Procedures

Day 1

Introduce new vocabulary; incorporate concept of real and make-believe. (1, 2)

Day 2

Reinforce use of vocabulary. (1, 2, 3)

Day 3

1. Describe activity to class; explain what they will be doing. (**13**)
2. Discuss difference between real and make-believe. (9)
3. Provide students with examples of real and make-believe people. (**10**)
4. Ask students to provide examples of real and make-believe. (**11**)
5. Present different puppets to class; describe a puppet and the different types. (**10**)
6. Present samples of paper-bag puppets. (**10**)
7. Ask students to describe them and their parts. (**9**)
8. Ask students to think about a make-believe person/character for their puppet. (**11**)
9. Divide class into at least 4 groups integrating different languages and cognitive abilities. (5)
10. Give out a box of scraps to each group; scissors, crayons, glue, and a paper bag to each student.
11. Direct students to make a paper-bag puppet that looks like the make-believe person/character of their choice and has all the elements of the puppet.
12. Proceed from group to group monitoring student progress. (17, 18)
13. Have students volunteer to discuss their puppets. (21)

Sample Questions

1. Describe the difference between real and make-believe.
2. Describe the types of puppets.
3. How do you make a paper-bag puppet?
4. Describe the materials you used in making your puppet. What are they? How do they feel? Why did you use them?

Submitted by

Jean Bender
NCBE
Rosslyn, VA

Lesson 17

Initial Orientation

Note

The promising practices highlighted in this lesson — Language input is through the auditory mode (**10**); the lesson objective is communicated (**13**); percussion instruments are used as motivators (**14**); lesson objective is restated and clarified in a closing statement (**15**).

Introduce this activity to kindergarten students in small groups of six to eight students.

Content Area
Language Arts

Classroom Organization
Bilingual, ESL

Grade Level
K-3

English Proficiency Level
Beginner

Time Allotment
Planning: 1 hour
Teaching: Two 30-minute lessons

Instructional Objective(s)
Students will be able to:
- State their own names as well as other students' names;
- Comprehend the question: What is your name?

Prerequisite Skills
- Ability to read names

Materials
For each student:
- Name tag
- Percussion instruments

Procedures
Day 1
1. When possible, place a clear focus on academic goal and purpose of the lesson in the students' native language for

reassurance. Explain that they will be learning to state their name, as well as others' names. **(13)**

2. Using a percussion instrument, the instructor plays the rhythm of each student's name according to syllables. Begin by modeling for the students—My name is _____. **(10, 14)**
3. Select one student to distribute the percussion instruments; another student to distribute name tags. (6)
4. Have students repeat the pattern: My name is _____, using the instruments—use simple repetition, backward build up, and a chain drill. Practice the patterns with the students as a class, groups, and then individuals. **(10)**
5. Call students one at a time to the front of the class to state their name in response to the question: What is your name? (20)
6. Using a chain drill, have the students ask each other their names. (5)
7. Praise each child's successful attempt to participate. (18)

Day 2

8. Invite the native English-speaking students from another class to meet the limited-English-proficient students. Have all students participate in the percussion activity from Day 1. Have students ask each other their names and introduce themselves. (7)
9. Introduce the question pattern: What is his/her name?
10. Have the students repeat the model—as class, groups, and individuals. (5)
11. After the lesson, explain to the students that they should be able to introduce themselves. **(15)**
12. Encourage the students to practice introducing themselves with their parents at home. (4)

Sample Questions

1. What is your name? My name is _____.
2. What is his/her name?
3. Who are you?

Submitted by

Marisel Elías
Citrus Grove Elementary School
Miami, Florida

Lesson 18

Native American Tepees

Note

The promising practices highlighted in this lesson — Instructional language is contextualized (**9**); language input is through the visual mode (**10**).

In addition to exemplifying the above promising practices, this lesson builds eye/hand coordination and develops fine motor skills. The evaluation should cover the social studies concepts and not focus on students' artwork.

Content Area
Social Studies

Classroom Organization
ESL, Mainstream

Grade Level
K

English Proficiency Level
Intermediate

Time Allotment
Planning: 1 hour
Teaching: Five to Eight 30-minute lessons

Instructional Objective(s)
Students will be abie to:

- Explain what a tepee is—what it is made of and why it is portable;
- Assemble a tepee;
- Match symbol to word in picture writing;
- Use picture writing to decorate a tepee.

Materials

- Largest size brown paper grocery bags
- Tempera paint, crayons, scissors
- Tagboard strips, construction paper
- Picture writing samples (see examples)
- Native American picture books

Procedures

1. Describe Native American homes: among the many things discussed when studying Native Americans, talk about the kinds of homes they had depending on the surrounding land (1):
   1. Long house
   2. Wigwam
   3. Cave dwelling
   4. Adobe pueblo
   5. Hogan
   6. Tepee
2. Describe a tepee: on the southwest plains, Native Americans sometimes lived in tepees. Tepees are easy to take down (dismantle) and move. The tepee is packed on a horse or travois and carried or dragged to a new place. Native Americans moved mainly for better hunting grounds, food, and water. Real tepees are made of cleaned animal skins laced together, stretched around "poles" cut from trees. Usually each family had its own tepee. (13)
3. Show pictures of tepees. **(10)**
4. Explain directions for assembling tepee: our tepee will be made from 15 to 18 large brown paper grocery bags: (together students and teacher complete procedures) a) Wet bag throughly. Crumple tightly. Cut seam and cut out bottom. Spread out to dry. b) Glue bags together in large cone shape. c) Tie four or five poles (5-6 feet) together 10" -12" from top. d) Fit "skin" around poles; lace, staple, or glue together where sides meet; turn back flap on either side of "entrance." e) Children only do Native American picture painting on tepee—sky pictures at top and earth pictures at bottom. **(9, 10)**

Picture Writing

cloud

mountains

sun

moon

horse

bow and arrow

Sample Questions

1. Is a real tepee made of paper? Why not?
2. What are tepees made of?
3. Where did the Native Americans get the skins?
4. Would you like to live in a tepee? Why?

Submitted by

Betty Ann Dennis
Ascarate Elementary School
El Paso, Texas

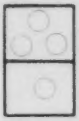
Lesson 19

Dictated Math

Note

The promising practices highlighted in this lesson — Instructional language is contextualized (**9**); language input is through the visual mode (**10**); transfer and inferencing are utilized (**12**); the objectives of the lesson are communicated in the first language (**13**); students' names are used as motivators.(**14**).

To facilitate a more effective lesson, provide students with 20-minute lessons on using the cutout circles to work out math problems. Example: Kim had three buttons. She found one more. How many does she have? When using this technique, working with more than 16 students at a time may present a management problem.



Content Area
Math

Classroom Organization
ESL, Mainstream

Grade Level
K-3

English Proficiency Level
Beginner, Low Intermediate

Time Allotment
Planning: 3 hours
Teaching: Four 30-40 minute lessons

Instructional Objective
Students will be able to utilize learned basic skills (addition up to ten) to solve math problems.

Materials
Provide for each student:

- Ten small, cutout circles (1" diameter)
- Contrasting 9" x 12" construction paper, with dark black line drawn horizontally across the middle of the paper

Procedures

1. Provide a story problem, using names of students in the class. **(14)**
2. When possible explain to students in the native language the objectives of this lesson. **(13)**
3. Dictate a series of short, story problems and try to solve the problem using the provided small circles and paper for visual help. **(10)**
4. Now present prepared story problems to students in native language, if possible. Dictation of story problems must be clearly enunciated by the teacher and fully understood by the students.
5. Initially, model at least half of the prepared story problems and problem-solving procedures. As each story problem is presented, show the corresponding placement of cut-out circles (ex. Judy ate two apples. Later she ate four more. How many did she eat altogether? Instruct students to count all the circles.) **(9, 10, 12)**

Sample Questions

1. Jennifer and Susan were hungry. They went to buy two cookies to eat. Later on, they bought two more cookies at another store. How many cookies did they eat altogether? (Ask one student volunteer to write and draw on the board so students can check their own work.)
2. In addition to dictating from prepared story problems, ask each student to provide his/her own story problems for the group to solve.
3. Present the story problems like a song/jingle: "Little white bunny ate two carrots. Little white bunny ate five more. How many, how many did the bunny eat today?"

Submitted by

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Oakland, California

Lesson 20 — *Bubbly Words*

Note

The promising practices highlighted in this lesson — Instructional language is contextualized **(9)**; language input is through the visual mode **(10)**; brainstorming techniques are incorporated **(11)**; a visual aid is used as a motivator **(14)**.

The evaluation method utilized should assess whether students can use words in new sentences and/or retell the story independently. Student creativity should be encouraged in fulfilling evaluation requirements.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
3

English Proficiency Level
Low Intermediate

Time Allotment
Planning: 30 minutes
Teaching: 45 minutes

Instructional Objective(s)
Students will be able to:
- Use prescribed vocabulary correctly to describe a picture;
- Write a creative paragraph on a given topic.

Prerequisite Skills
- Familiarity with vocabulary

Materials
- Picture of bubble pipes drawn on chalkboard or flannel board with bubble pipe attached; circles (bubbles) in which to write words
- Chalk or felt-tipped pens
- Suggested word list
- Pictures of a park

Procedures
1. Have picture of bubble pipe drawn on chalkboard or attach bubble pipe to flannel board. Draw or affix blank "bubbles" bubbling from pipe. (14)

2. Place brainteaser below bubble to stimulate brainstorming.
   Brainteaser
   It is raining. You can't go out to play. You are playing with your bubble pipe. Each bubble you blow has a word in it that names something or someone you would find at the park. Name what is in the bubble and tell something about the word. **(14)**
3. Instruct students to provide answers to the brainteaser. **(9)**
4. Write words in the "bubbles." Place any nonrelevant words in a word box; do not disregard any answers. **(10)**
5. Have students use words in a sentence. **(11)**
6. Write students' thoughts on chalkboard in the form of a story. **(10)**
7. Encourage creativity. **(11)**
8. Use picture file to encourage or suggest ideas. **(10)**

Sample Questions

1. What do you see at the park? (I see _____ at the park.)
2. Can you tell me something about _____?

Submitted by

Jeanette Tullis
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Miami, Florida

Lesson 21 *Sentence Barrel*

Note

The promising practice highlighted in this lesson is language input through the kinesthetic and visual modes **(10)**.

This lesson is an excellent example of how children can construct visual representations to assist in developing vocabulary.

Content Area

Language Arts

Classroom Organization

ESL

Grade Level

1-2

English Proficiency Level

Low Intermediate, Intermediate

Time Allotment

Planning: 1 hour
Teaching: 20 minutes

Instructional Objective(s)

Students will be able to:

- Correctly form and copy five complete sentences;
- Demonstrate an understanding of prepositional phrases by illustrating sentences.

Prerequisite Skills

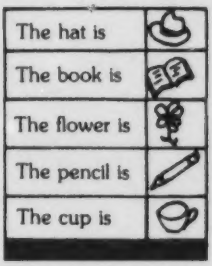
- Ability to copy

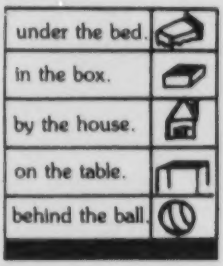
Materials

- Sentence barrel (see example)
- Lined writing paper, pencil, eraser
- Crayons
- Paper towel tubes
- Tagboard

Sentence Barrel

Make 2 equal strips (as below) on tagboard to tie over a cardboard tube (from paper towel). Complete as follows:





Laminate the strips and staple each strip into a tube shape that will fit snugly but still slide over the tube.

Procedures

1. Have children manipulate the strips on the sentence barrel to form a sentence. **(10)**
2. Each child should then copy and illustrate at least five sentences.

Sample Questions

1. How many different sentences could you make?
2. Can you think of some new parts for the sentence barrel?

Submitted by

Christine Latham
San Jacinto Elementary School
Baytown, Texas

Lesson 22 — *We Like to Dress*

Note

The promising practices highlighted in this lesson — Instructional language is contextualized (**9**); language input is through the visual and kinesthetic modes (**10**); concepts are clarified in a lesson closing (**15**).

This lesson demonstrates the use of the visual and kinesthetic approaches in vocabulary development.

Content Area

Language Arts

Classroom Organization

Bilingual, ESL

Grade level

1, 2

English Proficiency Level

Low Intermediate

Time Allotment

Planning: 45 minutes
Teaching: 45 minutes

Instructional Objective(s)

Students will be able to:

- Use possessives;
- Respond to *whose* question;
- Name articles of clothing.

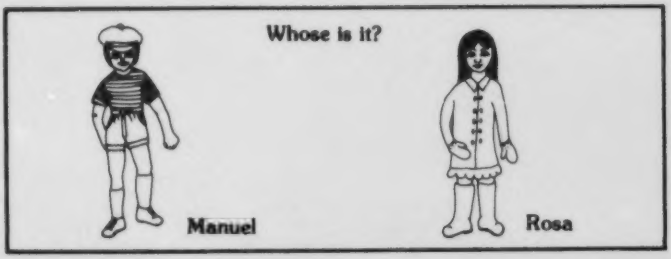
Materials

- Paper dolls and clothes or flannel board and cutouts
- Photocopy of paper dolls and clothes (see example)

- Activity sheet of two dolls in varied clothing

Procedures

1. Teach vocabulary of clothing items in first and second language. (Use realia, pictures, paper dolls.) (2, **10**)
2. Discuss paper dolls and clothes. (**9, 10**)
3. Model differences between inside/outside, school/party, or hot/cold weather clothes. (**9**)
4. Match clothes to dolls; match clothes to students.
5. Explain to students that 's at end of a name shows possession. (**9**)
6. Tell children to ask one another *whose* questions. (5)
7. Role play fashion show. (5, **10**)
8. Photocopy activity of two children in different clothes. Indicate by using 's what clothing item belongs to each child. (**10**)
9. Use activity sheet to clarify concepts (in first or second language). (**15**)



Look at _____ hat. These are _____ pants.

These are _____ mittens. Look at _____ coat.

Look at _____ boots. This is _____ shirt.

Sample Questions

1. What are you wearing?
2. Whose scarf is this?
3. Whose sweater is this?
4. Look at this sweater. Whose is it?

Submitted by

Ann Sharfstein
P.S. 167
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Lesson 23

Language Experience

Note

The promising practices highlighted in this lesson — Brainstorming is used (**11**); a motivator is present (**14**); concepts are clarified in a closing activity (**15**); students' ideas are emphasized, not their language usage (**16**).

The level of English-language skills developed during the lesson is totally dependent on the abilities of the students.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
1, 2

English Proficiency Level
Low Intermediate, Intermediate

Time Allotment
Planning: 30 minutes
Teaching: Two 45-minute lessons

Instructional Objective(s)
Students will be able to:

- Assist in the development of an original story line by contributing at least one sentence or phrase;
- Demonstrate listening and reading comprehension sequence of events in the story.

Materials

- Large plastic egg and small "bird" (fluff ball with eyes and feet)
- Chalkboard or chart paper
- *Are You My Mother?* by P. D. Eastman (Random House 1967)

Prerequisite Skills

- Familiarity with vocabulary pertaining to spatial relationships
- Some English reading skills
- Ability to copy from chalkboard or chart paper

Procedures

Day 1

1. Place fluff ball inside the egg and then place the egg in view of the children. Children should be allowed to investigate the egg without opening it. Discuss what is inside the egg. (Good opportunity to review *in* and *inside*. **(11, 14)**
2. Have someone open the egg. Discuss the "bird" within the egg. **(16)**
3. Tell the children that the bird is lost and must find its mother. Discuss where the little bird could go to look for her (possible words to use under, around, behind, etc.). Teacher makes notes of discussion. **(11)**
4. Write sentences from notes, on chalkboard in sequence as a story, as the class formulated them. Once completed, read the story aloud. Decide on a title, if desired. **(16)**

Day 2

5. Review story on chalkboard.
6. Have students copy story from chalkboard and illustrate story line. (10)
7. Read *Are You My Mother?* to show how another small bird solved the problem of a lost mother. **(15)**

Sample Questions

1. Is there any way we could figure out what is in the egg without opening it?
2. Where should the little bird look first?
3. Where can the mother be?

Submitted by

Christine Latham
San Jacinto Elementary School
Baytown, Texas

Lesson 24 — *Collages*

Note

The promising practices highlighted in this lesson — Instructional language is contextualized **(9)**; language input through visual, kinesthetic, and tactile modes **(10)**; brainstorming and higher level questioning techniques are used **(11)**; the objective is communicated in the first language **(13)**; lesson concepts are clarified in a closing assessment activity **(15)**.

The collage technique can be a tremendous asset in working with LEP students as it permits children and adolescents to create im-

ages at a fairly sophisticated level without having to fashion the individual pictorial imagery by themselves. Children can create new images by assembling pieces of material that already carry words, color, textures, shapes, and pictorial fragments.

Content Area
Art

Classroom Organization
Bilingual

Grade Level
K-3

English Proficiency Level
Intermediate

Time Allotment
Planning: 1 to 2 days depending on availability of materials
Teaching: 10 to 15 minutes for introduction of activity, 30 to 45 minutes for student discussion and activity

Instructional Objective(s)
Students will be able to:
- Define the word collage;
- Understand the concepts of shape, color, texture, light, dark, space, and perhaps motion;
- Prepare a collage.

Prerequisite Skills
- Ability to communicate an abstract concept

Materials
- Pictures of collages or actual collages already prepared
- Magazines, colored tissue paper, glue, manila tagboard, scissors
- Newspapers for covering work space

Procedures
1. Show pictures of actual collages.
2. Tell students in English and the native language, if possible, that they are going to make collages. Define, in both

languages, collage as a type of picture making that involves paper and glue (comes from French expression "papier collé", glued paper). **(13)**

3. Ask children to describe what they see in the collages. Lead them to discuss shape, color, texture, light, dark, space, and motion by asking questions. (The amount of time spent in talking about these basic art elements will depend on the language proficiency of the students and whether or not these concepts have been previously introduced.) **(11)**
4. Talk about the materials needed for this art activity - scissors, magazines, glue, manila tagboard, and/or colored tissue paper. (2)
5. Divide class into pairs of students to work together on collage. (5)
6. Instruct children to cover their workspace with newspapers, to collect the materials they need.
7. Instruct children to look through the magazines and cut or tear pictures or words that they like that can be put together to express shape, motion, color, feelings, or to use colored tissue paper to express the same.
8. Tell children to glue the cutouts or torn pieces of paper onto the manila tagboard.
9. Allow time for cutting, tearing, gluing, and verbal interaction. **(9, 10)**
10. At the end of the activity, have children discuss each others' work by pointing out some of the art elements discussed previously. **(15**, 21)

Sample Questions

1. What materials are used to make a collage?
2. Why does this part of the collage look rough? soft? light? dark?
3. What shapes do you see? Describe them.

Submitted by

Minerva Gorena
NCBE
Rosslyn, VA

Lesson 25 — *Structured Reading*

Note

The promising practices highlighted in this lesson — Brainstorming is used **(11)**; the lesson objective is communicated **(13)**; students' ideas are valued, not their language usage **(16)**.

The teaching time allotted in this activity may vary depending on the students' abilities. Students' responses to the initial questions should be used to assess how much preparation and vocabulary development is needed before actually starting the reading assignment. The enrichment activity (procedure step 9) is planned to assess student comprehension and also to allow the teacher to work independently with students experiencing difficulty.

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
2, 3

English Proficiency Level
Intermediate

Time Allotment
Planning: 1 week prior to lesson
Teaching: 3-4 reading periods

Instructional Objective(s)
Students will be able to:
- Communicate prior knowledge of the subject of the reading materials;
- Read silently;
- Retell story;
- Answer questions on content.

Materials
- Basal reader
- Library books

Prerequisite Skills
- Basic literacy skills

Procedures

Day 1
1. Elicit prior knowledge of the content of material to be read and

write students' replies on board (e.g., we are going to be reading a story about bears). **(13, 16)**
2. Give a synopsis of the story and teach necessary vocabulary. **(2)**

Day 2
3. Review synopsis and reinforce new vocabulary. (17)
4. Have students generate questions of what they want to find out about the characters or the story. Write students' questions on blackboard. Set a purpose for reading. **(11)**

Day 3
5. Review questions on blackboard.
6. Have students read story silently page by page.
7. Ask students specific content-related questions after reading each page. (Ask questions which require use of new vocabulary.) (17)

Day 4
8. Have children retell story in their own words. **(16)**
9. Plan an enrichment activity that depicts something that students have learned from their reading—they may want to make puppets of characters or perhaps write a different ending to the story.

Sample Questions
1. Who can tell me what they know about bears?
2. We've read this page silently. What else did the bear have to do?
3. We have finished reading a story about bears. What are some things we can do to show that we understand and enjoyed the story?

Submitted by
Nancy Colón
P.S. 7
New York, New York

Lesson 26 *Alphabetical Order Using Visuals*

Note

The promising practices highlighted in this lesson — Language used in instruction is contextualized **(9)**; language input is provided through visual mode **(10)**; transfer is used **(12)**; a song is used as a motivator **(14)**.

The teacher may want to work with five to ten letters at a time before working with the entire alphabet. With some modification,

this lesson can be used with advanced students to reinforce nouns, verbs, or adjectives.

Content Area
Language Arts

Classroom Organization
Bilingual, ESL

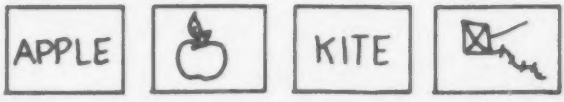
Grade Level
2

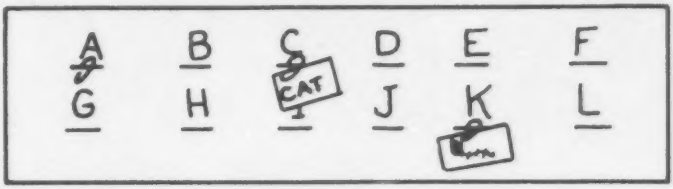
English Proficiency Level
Intermediate

Time Allotment
Planning: 1 hour
Teaching: Time would vary depending on the number of letters introduced at one time.

Instructional Objective(s)
Students will be able to:
- Understand that pictures represent words;
- Alphabetize words;
- Label picture with correct initial letter and recognize *A-B-C* order;

Materials
- Picture cards *A* thru *Z* (see example)
- Word cards to match pictures (see example)
- A large chart with four horizontal rows: *A* thru *F*, *G* thru *L*, *M* thru *S*, and *T* thru *Z* horizontally (see example)
- A razor blade to cut slots under each letter large enough to fit a paper clip
- Paper clips
- Sheets of construction paper





Procedures

1. Motivate group by teaching *ABC* song. Sing song twice. **(14)**
2. Review pictures and make sure students know the names of each picture. Use native language, when necessary. **(9, 10)**
3. Shuffle picture cards and pass one or more to each pupil. Make sure cards are face down.
4. Call out letters and have children put one card up. The child who has the picture card for *A* will go to chart and clip picture on slot for *A*. (10)
5. After all slots are filled, have children say names of pictures in *A-B-C* order.
6. After group understands the *A-B-C* order of the pictures, proceed with picture drill.

Picture Drill

1. Mix the order of four picture cards and fasten the cards to the reverse of the *A-B-C* chart using paper clips.
2. Pass out construction paper to the students and tell students to fold the paper into four squares. On each square, the students should draw a picture for each of the four words and write the correct initial letter for each. **(12)**
3. If a pupil misses two or more, repeat instruction and do not introduce any new cards at this point. (20)

7. If evaluation is positive, proceed with presentation of word cards to group using same procedure as with picture cards. (21)

Sample Questions

1. What is this picture's name? What letter does it begin with?
2. Who has the picture which represents *A*? Please clip it on the chart.
3. Can you name other words that begin with *A*?

Submitted by

Esther Payán Delgado
Hillside School
El Paso, Texas

Lesson 27

Rhyming Sounds

Note

The promising practices highlighted in this lesson — Instructional language is contextualized (**9**); language input is through the visual mode (**10**); transfer is incorporated (**12**); the objective is communicated to students in the first language (**13**).

This lesson is a good example of how previously taught concepts can be used to facilitate a new learning task.

Content Area
Language Arts

Classroom Organization
Bilingual, ESL

Grade Level
K-3

English Proficiency Level
Beginner, Low Intermediate

Time Allotment
Planning: 5 days to 1 month, depending on availability of materials
Teaching: 20-30 minutes daily for 2-4 months

Instructional Objective(s)
Students will be able to:

- Demonstrate understanding of the concept of initial sounds in words;
- Review the *A-Z* letter names and letter sounds;
- Understand the concept of rhyming words.

Materials

- About 300 picture cards, at least 5-20 pictures for each of the *A-Z* beginning sounds (from a commercial kit or your own on 3" x 5" blank index cards. Laminate them!!)
- If possible, supplement activity with small models of common objects (many basal reading programs have small plastic models) or bring real objects (e.g., hat, mirror, carrots) from home.

Prerequisite Skills

- Good listening comprehension
- Observation ability

Procedures

1. Place a picture card on chalk tray or pocket chart. Frame new vocabulary name within a familiar sentence (e.g., This is a *bed*. I sleep on a *bed*. I jump on my *bed*.) Students are to repeat the sentences, clearly, after you. Bring models of objects or the real thing so students can touch, smell, taste. **(9, 10)**
2. Exaggerate the initial sound of a word (ex. *b...b...baby*, b...b...balloon).
3. Write the word on the board. Circle the initial sound (ex. ball, basket, boy). Give contrasting initial sounds.
4. Explain to students that they are going to learn "rhyming words," where only the initial sounds are changed (use the native language, when possible). **(13)**
5. Write the word *bat* on the board. Then say: if I change the *b* to an *f*, you will say *fat*. If it begins with an *s*, you will say *sat*. Now run through a series of familiar vocabulary words (from the set of picture aids or use the names of students) eliciting new pronunciation, by giving a cue for a new initial sound. **(12, 20)**
6. After working on a set of letter names or picture cards for three to five days, test students formally in small groups. **(21)**

Sample Questions

1. I'm thinking of something yellow, and you can eat it. What is it? (banana)
2. I hear a crying sound in a crib. Who can be crying? (baby)
3. What is the beginning sound?

Submitted by

Mamie Gong Poggio
Lincoln Elementary School
Oakland, California

Lesson 28 — *Our Puppets*

Note

The promising practices highlighted in this lesson — Instructional language is contextualized **(9)**; transfer is used **(12)**; puppets are used as a motivator **(14)**.

This lesson can be used to reinforce contractions or new vocabulary. A prior art lesson could be developed on puppet making, reinforcing facial features.

Content Area

Language Arts

Classroom Organization
ESL

Grade Level
K-2

English Proficiency Level
Beginner

Time Allotment
Planning: 5 minutes
Teaching: Three 10-15 minute lessons

Instructional Objective(s)
Students will be able to:
- Comprehend that *she* is a feminine term and *he* is a masculine term;
- Distinguish gender.

Materials
- Girl and boy puppets (if possible, one puppet per child)
- Fruit or realia

Procedures
1. Introduce puppets. Emphasize that one is male and the other female. **(14)**
2. Explain that *she* is used for girls and *he* for males.
3. Introduce realia. Introduce sentence pattern: He has an apple; She has a truck. Be sure that students understand that you want answers in a complete sentence. **(9)**
4. When you feel fairly sure that students understand the items, begin questions that require answers with *he* or *she*. **(12)**.
5. Allow groups of children to use puppets among themselves. (5)

Sample Questions
1. Is this puppet a girl? (Yes, she is.)
2. What does he (she) have? (He has an apple)
3. Who has the truck? (She has the truck)

Submitted by
Stacey Leeper
Clardy School
El Paso, Texas

Lesson 29

Making A Scarecrow

Note

The promising practices highlighted in this lesson — Instructional language is contextualized (**9**); language input is through visual, auditory, and kinesthetic modes (**10**); a song is used as a motivator (**14**).

This lesson can be expanded into a class project to make a child-size scarecrow to put in the school hall. The teacher can bring in clothes; committees can be assigned to make body parts or assemble scarecrow.

Content Area
Art

Classroom Organization
ESL, Mainstream

Grade Level
K

English Proficiency Level
Intermediate

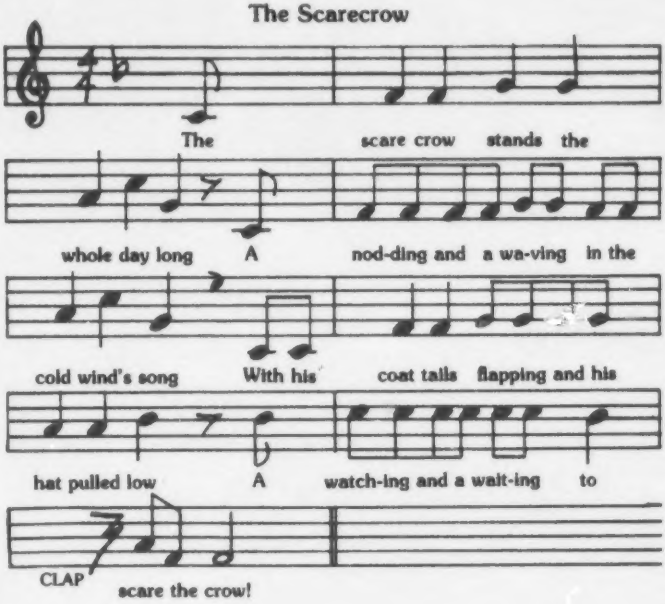
Time Allotment:
Planning: 45 minutes
Teaching: Two 30-minute lessons

Instructional Objective(s)
Students will be able to:
- Assemble scarecrow figure in proper order;
- Identify parts of scarecrow.

Materials
- Precut from construction paper—hat, head, jacket, pants (see illustration)
- Construction paper scraps for patches
- Yellow construction paper or dried grass to tape to legs and sleeves for fringe (straw)
- Music and lyric sheets (for teacher)

Procedures
1. Teach song (children act as scarecrow). (**9, 14**)

The Scarecrow


The scare crow stands the
whole day long A nod-ding and a wa-ving in the
cold wind's song With his coat tails flapping and his
hat pulled low A watch-ing and a wait-ing to
CLAP
scare the crow!

Source: Betty Ann Dennis

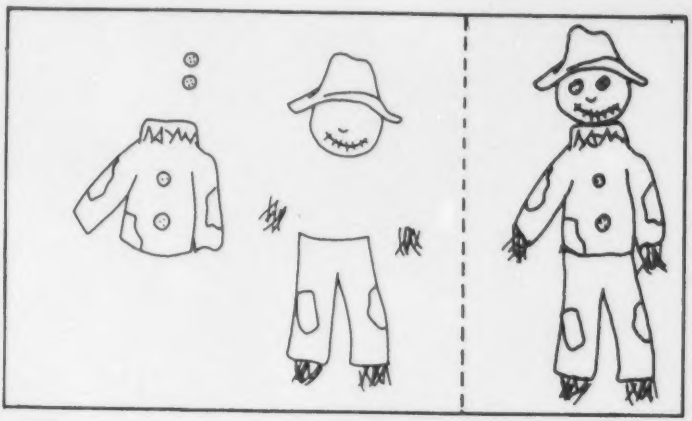
Children stand with arms out and sing with gestures to match words.

2. Show sample of finished artwork. Tell students about scarecrow—what one is used for, how one is made. Teach vocabulary of body parts and clothing:

Vocabulary list (2)

hat	pants, legs
face	patch, patches
jacket, sleeve, cuff, coat tail	stuffing

3. Review vocabulary using sample artwork, have students point to a similar item on their person. (10)
4. Have assigned students pass out art materials. (6)
5. Direct students to assemble scarecrow following sample artwork and your oral directions. (9)



Sample Questions

1. Where is the scarecrow used?
2. Is it alive?
3. Are new or old things used to make a scarecrow? Why?
4. Upon completion, have students hold up completed artwork and tell something about it.

Submitted by

Betty Ann Dennis
Ascarate Elementary School
El Paso, Texas

Chapter 4

Evaluation

The promising practices dealing with evaluation identify steps which help make the assessment of a student's performance more productive. (See page ix for the list of practices.) Evaluation procedures should measure the instructional objectives by requiring the application of skills developed by the learning activity. Although difficult, it is important for teachers to monitor individual development closely. This enables teachers to assess students' strengths, as well as weaknesses, and link past success to the present task. If a student is having difficulty mastering the spelling of certain words, but is an excellent reader, allow that student to dictate some of the classwork spelling exercises. The student simultaneously reads and says vocabulary words, thus reinforcing spelling. This individual encouragement and positive reinforcement will also motivate the student.

Evaluation activities do not have to be boring. Teachers have developed many kinds of assessment procedures, both formal and informal. Role-playing situations, dialogs, games, even coming up with alternative answers to a problem are forms of evaluation. What is important is that the students, as well as the teacher, be able to profit from the activity.

To assess whether a student is profiting from the lesson, testing instruments need to be utilized at some point. The instructional objectives need to be consulted before developing the test as these will dictate the type of testing instrument to be used. If the objectives stress listening skills, appropriate activities include following drawing directions or dialog comprehension activities. Assessment of speaking skills could be accomplished through a recitation of a memorized passage, a directed conversation, or an oral interview. Likewise, when testing in content areas, content rather than language skills should be assessed.

The results from the evaluation can also be used to determine teaching strategies for future lessons. A teacher can find out which strategies work in each teaching situation and which do not. So the testing instrument not only assesses the students' performance, but the teacher's also.

Lesson 30 Test-Taking Skills

Note

The promising practice highlighted in this lesson is the teaching of test-taking skills (**19**).

To alleviate the high frustration level of students when taking standardized tests, this activity should be practiced frequently in

short segments before tests. Procedures can be used to evaluate content area objectives.

Classroom Organization
Bilingual, ESL, Mainstream

Grade Level
1-3

English Proficiency Level
Mixed

Time Allotment
Planning: 30 minutes
Teaching: Two 30-minute lessons

Instructional Objective(s)
Students will be able to learn the specialized vocabulary, format, and procedures of standardized achievement tests prior to testing.

Prerequisite Skills
- Reading and vocabulary skills or content knowledge of questions

Materials
- Teacher-made worksheets
- Chalkboard
- Small objects

Procedures
1. Examine copies of the tests that will later be administered to students (e.g., Metropolitan Achievement Tests, CTBS), list the written directions that students will need to read and follow. Do the same with the examiner's manual—list the oral instructions that students will need to understand and follow. One student test booklet we used included these terms (Capitals for emphasis) (1):
   - pick/choose/select/decide/the best answer—mark the letter that is correct
   - fill in the space completely; erase completely
   - check the box; check your work
   - solve the problem; work a problem
   - not given; NG
   - BEGIN; STOP; TURN PAGE; DO NOT TURN PAGE.
2. Use the list for small group vocabulary activities. Give oral directions for students to follow (1, 2, 10):

CHOOSE a blue rod.
READ the words and SELECT the word.
PICK the color you like best.
SELECT the longest sentence.
FILL IN the box with your pencil.

3. Have students give each other oral directions. (5)
4. Put exercises on the board; read and follow directions.
5. Make a list of the different ways test items are presented to students in the test booklets to use as models for preparing chalkboard and worksheet exercises consistent with the test formats.* Personalize the activities by creating items using vocabulary and concepts your students will find meaningful. (10, 19) Some examples:

a. Kim has _____ that TV show.

see	seen	saw
0	0	0

b. We all ate _____ hot rice.

A) a
B) some
C) them
D) an

c. Where is Nai
A) going.
B) going,
C) going?

d. _____ played ball together today.

0 I and Seng
0 Seng and me
0 Me and Seng
0 Seng and I

6. Demonstrate correct and incorrect procedures for reading and marking answers in chalkboard and worksheet activities. Read aloud each item containing the blank space, then try each of the possible answers in succession before making choices. Be certain students do not write words in the blanks; do fill in spaces completely; and do erase completely. (1, 2, 10)

Submitted by
Mary Blakely, Ph.D.
Eugene School District
Eugene, Oregon

*Requires higher level skills.

Lesson 31

Weather Talk

Note

The promising practice highlighted in this lesson is role playing used as an evaluation technique. (21)

This lesson could be part of a larger unit on weather.

Content Area
Science

Classroom Organization
ESL, Mainstream

Grade Level
K

English Proficiency Level
Beginning to Intermediate

Time Allotment
Planning: 30 minutes
Teaching: Two 25-minute lessons; daily review of temperature

Instructional Objective(s)
Students will be able to:

- Talk about thermometers and how they are used;
- Talk about temperature ranges in the four seasons and appropriate clothing;
- Set temperature daily as part of morning exercise.

Prerequisite Skills

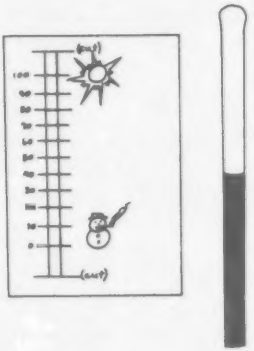
- Listening comprehension skills
- Necessary vocabulary

Materials

- A photocopy of the thermometer (see illustration)
- Seven-inch strip of red paper and a strip of white paper, stapled, for each child and a larger copy for teacher demonstration

Procedures

1. Describe what a thermometer is and how it is used. (2)
2. Show students thermometers—point out red mercury column.
3. Tell students that they will make paper thermometers to use in class. (13, 14)



4. Group children so they can help each other. (5, 7)
5. Using larger model of paper thermometer, show students how to cut slots at top and bottom of scale and thread "mercury" strip.
6. Have students set thermometer for the day's temperature.
7. Have students role play reading the thermometer in various seasons and dressing accordingly. (21)

Sample Questions

1. What are these? (thermometers)
2. How are they used?
3. What is today's temperature?
4. Is this the kind of weather we usually have in (state) in (season)?
5. Would the red strip go up or down in the spring?

Submitted by

Betty Watson
Sky Harbour Elementary School
San Antonio, Texas

Lesson 32 *Cold And Tasty*

Note

The promising practices highlighted in this lesson — Providing positive reinforcement (18); providing immediate feedback (20); using oral classwork to evaluate students (21).

This lesson may be modified for an ESL class by omitting native language.

Content Area

Science

Classroom Organization
Bilingual

Grade Level
K

English Proficiency Level
Beginner

Time Allotment
Planning: 1 hour
Teaching: 30 minutes (may need more time for ice to melt)

Instructional Objective(s)
Students will be able to:
- Understand that elements have different states;
- Explain what happens when a frozen liquid is heated.

Materials
- Orange juice bars
- Ice cubes
- Paper towels
- Picture of snow and ice
- Drawing paper
- Crayons

Procedures
1. Place a clear focus on the purpose of the lesson in the students' native language for reassurance, if possible. Tell the students that they will observe frozen liquids melting. (13)
2. Motivate students by displaying the orange juice bars. Let them know that they will get a chance to taste them. (14)
3. Begin the lesson by teaching the vocabulary—ice, solid, liquid, melt. Use native and second languages. Have the students repeat as a class, groups, and individuals. (2)
4. Take an ice cube from the freezer. Explain the melting process. Put it on a paper towel. Model for the students. It is ice. It is melting. Have the students repeat in English and in the native language as a class, then as groups, and individuals. (10)
5. Ask questions. (11)
6. Praise positive answers. This will encourage more class participation. **(18) (20)**

7. Display pictures of snow and ice. Describe the pictures. Ask questions. (10)
8. Discuss how the snow feels. (10)
9. Give each child ice cubes. (10)
10. Select one student to distribute the cubes and another child to distribute the paper towels. Let each child feel, touch, and taste the ice cubes. (6)
11. Evaluate students as they observe and taste the ice. Ask sample questions to each individual student. (21)
12. Ask students to draw a picture of a frozen liquid melting for homework. Encourage them to ask their parents for help. (4)
13. Provide closure by stating: Frozen liquids melt when not in the freezer. Use both languages, if possible. (15)
14. Distribute frozen orange juice bars.*

Sample Questions

Question in both first and second languages, if possible.

1. What is this? (ice)
2. What will happen if I leave it on a paper towel? (melts) why?
3. How did it become an ice cube? (froze)
4. What was it first? (liquid)

Submitted by

Marisel Elías
Citrus Grove Elementary School
Miami, Florida

Lesson 33 *Hot Potato*

Note

The promising practices highlighted in this lesson — Self-esteem is promoted by linking past achievement to present task (17); positive reinforcement is incorporated (18); immediate feedback is present (20).

This activity can be used successfully with a class of mixed proficiency and grade levels. The activity encourages students to monitor their own language usage.

Content Area

Language Arts

Classroom Organization

ESL

*Consult with parents before incorporating food into the lesson.

Grade Level
Mixed
K-3

English Proficiency Level
Beginner, Low Intermediate

Time Allotment
Planning: 3 minutes
Teaching: 15 minutes

Instructional Objective(s)
Students will be able to:
- Correctly use third-person pronouns;
- Correctly use a contracted verb form and/or a third-person; possessive pronoun.*

Materials
- Bean bags
- Smooth-topped table, preferably round

Procedures
1. For review ask if a certain child is a boy or a girl, then say after the response: Yes, *he's* a boy. *She's* a girl. **(20)**
2. Sit a mixed group of boys and girls around a smooth-topped table.
3. Explain object of lesson which is to slide a bean bag as fast as possible to any other child while saying "I pass it to him" or "I pass it to her." (10)
4. Teach students ahead of time to monitor their own language production during the activity. Stop play if the children use an inappropriate pronoun but do not catch their own mistakes. (12, **17, 18**)
5. Speed up the game by changing the phrases to "It's his," "It's hers" or just "His"; "Hers."*

Sample Questions:
1. What do you say when passing to José? (I pass it to *him*.)

*Requires higher level skills

Submitted by
Edwina Hoffman
Bilingual Education South Eastern Support Center
Florida International University
Miami, Florida

Lesson 34 — *Paper Dolls*

Note

The promising practices highlighted in this lesson — Immediate feedback is given during activity (**20**); self-evaluation is used during classwork (**21**).

Content Area
Language Arts

Classroom Organization
ESL

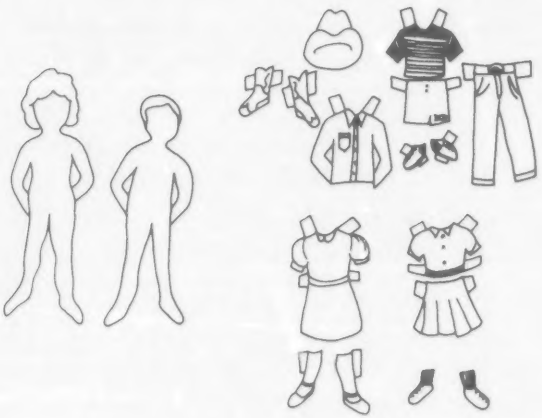
Grade Level
1, 2

English Proficiency Level
Mixed Group

Time Allotment
Planning: 45 minutes
Teaching: Three or four 50-minute lessons

Instructional Objective(s)
Students will be able to:
- Identify articles of clothing;
- Use possessive pronouns.

Materials
For each student:
- Paper doll pattern
- Paper doll clothes
- Crayons
- Scissors
- Additional paper to design more clothes



Procedures

1. Talk about different items of clothing and what the children are wearing at school. (11)
2. Give each student a paper-doll pattern and clothing patterns which reflect the child's culture(s). (3, 14)
3. Have students color the clothes and the doll. (10)
4. Allow students to practice dressing the doll with different clothing items. (10)
5. Tell students to give one another instructions on how to dress the doll. (20)
6. Encourage students to act out mini-plays with the dolls with English-speaking children. (7, 9)
7. Allow students to present mini-play to other students or classes.
8. Tape record mini-play and replay for student self-evaluation. (21)

Sample Questions

1. What are you wearing?
2. What should I dress the doll in?
3. What did Sally put on?

Submitted by

Caroline Linse
Traveling Teacher
Lower Kuskokwim School District
Bethel, Alaska

Lesson 35

Picture Game

Note

The promising practices highlighted in this lesson — Linking students' past achievements to present tasks (17); providing positive reinforcement (18); providing immediate feedback (20).

Evaluation should consist of observing whether students demonstrate improved listening and comprehension skills upon completion of game.

Content Area
Language Arts

Classroom Organization
Bilingual, ESL

Grade Level
K, 1

English Proficiency Level
Beginner, Low Intermediate

Time Allotment
Planning: 1 hour
Teaching: 20 to 30-minute sessions

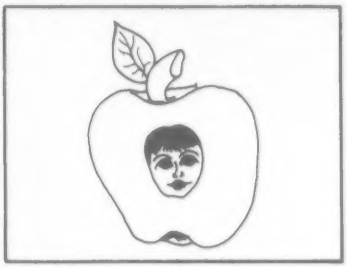
Instructional Objective(s)
Students will be able to:
- Develop their oral vocabulary;
- Strengthen comprehension and visual perception skills;
- Draw conclusions using context clues.

Prerequisite Skills
- Necessary vocabulary

Materials
- Several sheets of white tagboard or poster board with drawings of objects, such as an apple, lion's face, hamburger, cat, elephant, clock. A large hole has been cut for the child's face (see illustration).

Procedures
1. Explain to the students that they are going to play a game called "What am I?" in the native language when possible. (13)

2. Ask one child to come to the front of the class—facing the other children seated in front.
3. Explain that a big piece of poster will be placed in front of the child. Tell the class that if they know what the picture is they are not to tell. (9)
4. Carefully place the poster in front of the child so he/she cannot see what it is, but his/her face shows through the hole.



5. Explain that the class is going to help the child by giving hints or clues. Have the class explain: this is something to eat; it is red; it is juicy. (10, 11, 12, 17)
6. Emphasize the importance of communicating in sentences.
7. When the child has guessed what he/she is, suggest that the student select someone to take his/her place who has been a good helper and listener. (18, 20)

Sample Questions

Depending on the object and the level of response—the teacher can stimulate the clues by asking:

1. Where would you find this growing?
2. Is this a fruit or a vegetable?
3. What good foods can you make with this fruit? (Pie)

Submitted by

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Lesson 36 ***What Do You Have?***

Notes

The promising practices highlighted in this lesson — Self-esteem is promoted by linking students' past achievements with present tasks (17); positive reinforcement is provided (18); immediate feedback is given (20); evaluation is through oral classwork (21).

Lesson objectives should stress identification of items, not correct formation of sentences. It may be difficult for beginners to answer in complete sentences (much initial preparation might be necessary).

Content Area
Language Arts

Classroom Organization
ESL

Grade Level
K

English Proficiency Level
Beginner

Time Allotment
Planning: 30 minutes
Teaching: Two or three 30-minute lessons

Instructional Objective(s)
Students will be able to:
- Identify the following objects—car, truck, ball, doll;
- Use the following structures when responding to the question, what do you have? (I) have a (car). I don't have a (car);
- Identify objects that a student does and does not have;
- Distinguish like objects.

Prerequisite Skills
- Knowledge of concept—same or different

Materials
- Toy car, toy truck, ball, doll, or similar items (some of these items should be duplicates)
- Bag for each pupil

Procedures
1. Teach the names of the objects — car, truck, ball, and doll — using the structures: I have a _____. I don't have a _____. Repeat several times to the class, then ask the entire class to repeat after you. Do the same procedure with small groups within the class and finally with individual students. (2, 7)

2. Show toys, such as cars, balls, dolls, and trucks. Help the class count them. Count the same number of pupils and have them stand in front of the class. **(17)**
3. Distribute one toy to each child standing in front of the class. Ask what each child has. Elicit both affirmative and negative responses. When an affirmative answer is given, have the pupil put the toy in the bag. When a negative response is given, have a student pull a toy from bag. **(18)**
4. Point to two pupils in the front and ask another pupil in the audience to recall if their toys were the same or different. When the correct answer is given, the children take the toys out of the bag. Repeat the activity until all the objects are outside the bags. **(20, 21)**

Sample Questions

1. What do you have?
2. Do you have a _____? (car, truck, ball, doll)
3. Do they have the same toys or are they different?

Submitted by

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Miami, Florida

Lesson 37 *Vocabulary Fish*

Note

The promising practices highlighted in this lesson—Positive reinforcement is given **(18)**; a game is used as an assessment procedure **(21)**.

This is an excellent lesson to illustrate how a game can be used to evaluate vocabulary development.

Content Area

Language Arts

Classroom Organization

ESL

Grade Level

K-3

English Proficiency Level

Beginning

Time Allotment

Planning: 1 hour

Teaching: Two 20-minute lessons

Instructional Objective(s)

Students will be able to:

- Recognize and repeat previously taught vocabulary;
- Form a question with *have*;
- Give a short answer.

Prerequisite Skills

- Question formation ability

Materials

- Pairs of cards (see example)
- Drawings or pictures from magazines, catalogs, or old texts glued onto 3" x 5" cards

Procedures

Day 1

1. Drill vocabulary before playing the game. Use the pairs of cards as visual aids during this drill. (2)
2. Practice with students the formation of questions with the verb "to have" and short answers to these questions.
3. Allow students to ask each other such questions. (5)

Day 2

4. Use visual aids to drill vocabulary. (10)
5. Tell students before playing the game that they will practice vocabulary and how to form questions and answers. (13)
6. Pass out pairs of cards to each student until all the cards have been distributed. Each student should have from three to six cards.
7. Student 1 (S_1) asks student 2 (S_2) if he/she has the matching card to one of his/her cards. S_2 responds: Yes, I do. or No, I don't. If the answer is yes, the card is given to S_1. S_1 puts the pair

down and asks another student for a card. S_1 continues until a negative answer is received. The turn is passed to another student when this happens. The student with the most pairs wins. **(18, 21)**

Sample Questions

1. Do you like dogs? (Yes, I do. No, I don't.)
2. Do you have cats? (Yes, I do. No, I don't.)
3. Do you wear shirts? (Yes, I do. No, I don't.)

Submitted by

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Maracaibo, Venezuela

Lesson 38 A Taste of the Alphabet

Note

The promising practices highlighted in this lesson — Students' past achievements are linked to present tasks **(17)**; positive reinforcement is provided **(18)**; immediate feedback is provided **(20)**; classwork is used for evaluation **(21)**.

This lesson may be adapted to teach lower case letters, numbers, math problem solving, among other concepts.

Content Area

Language Arts

Classroom Organization

Bilingual, ESL

Grade Level

K

English Proficiency Level

Beginner

Time Allotment

Planning: 30 minutes
Teaching: 1 hour

Instructional Objective(s)

Students will be able to:

- Recognize uppercase alphabet letters;
- Trace uppercase alphabet letters.

Prerequisite Skills

- Familiarity with letters of the alphabet
- Ability to copy the alphabet

Materials

- Colorful alphabet chart
- Record player
- Record with alphabet song
- Chocolate pudding
- Long piece of cardboard
- Waxed paper
- Lined paper preprinted with capital letters
- Primary pencils
- Happy face stickers

Procedures

1. Place a clear focus on academic goal and purpose of the lesson in the native language for reassurance. Tell the students that they will be learning to recognize and write the alphabet letters. (13)
2. Begin the lesson with the *A-B-C* song to serve as a motivator. (10, 14)
3. Point to the chart and have the students listen to the letters of the alphabet. (9)
4. Have the students repeat the upper-case letters first as a class, then in groups, and finally individually. (**17**)
5. Delegate one student to distribute lined paper with the upper case letters and the primary pencils. (6)
6. Have students trace the letters.
7. Go around the class providing feedback to students. (**20, 21**)
8. Spread waxed paper-covered cardboard with chocolate pudding.
9. Call on each student to identify a different letter of the alphabet. Upon identification of the letter, instruct the student to make the letter with his/her finger in the chocolate pudding spread on the cardboard. (**20**)
10. Reward students with a happy face sticker. (**18**)
11. Close the lesson with the *A-B-C* song. (15)

Submitted by

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Promising Practice	Appropriate	Needs Improvement	Not Applicable
Planning			
1. Incorporated necessary advance preparation.			
2. Planned for additional time to first teach the language needed.			
3. Planned to make the instructional content culturally relevant.			
4. Planned for parental involvement.			
Classroom Management			
5. Created opportunities for student-to-student interaction.			
6. Assigned responsibilities that did not require a high English proficiency.			
7. Used English-speaking children as resources and models for LEP children.			
8. Initiated parent-student cultural activities.			
Teaching Procedures			
9. Contextualized instructional language.			
10. Provided language input through a variety of modes.			
11. Used questioning techniques that elicit conceptually rich responses.			
12. Incorporated learning strategy use.			
13. Communicated the objective of the lesson.			
14. Provided a motivator at the beginning of the lesson.			
15. Provided a closing for the lesson in which concepts taught are clarified.			
16. Showed empathy and understanding toward the students.			
Evaluation			
17. Linked students' past achievement to the present tasks.			
18. Provided positive reinforcement.			
19. Reinforced test-taking skills.			
20. Provided immediate feedback.			
21. Varied assessment procedures.			

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